

# **Liaison librarians being embedded - a future model of librarianship?**

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vorgelegt von:

Nina Jansen

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## Table of Contents

1	Abstract & Keywords .....	4
2	List of Tables and Figures .....	4
3	Introduction .....	5
4	Differ “liaison” from “embedded” .....	5
4.1	The model of liaison librarians - its origin, development and current concept..	5
4.2	The model of embedded librarians - its origin, development and current concept.....	8
4.3	The liaison librarian in an embedded role and its online visibility .....	10
5	Liaison Librarians in Canadian Research Libraries.....	12
5.1	Western Canada .....	13
5.1.1	University of British Columbia (British Columbia) .....	13
5.1.2	University of Calgary (Alberta).....	17
5.1.3	University of Alberta (Alberta).....	19
5.1.4	University of Saskatchewan (Saskatchewan).....	21
5.1.5	University of Manitoba (Manitoba).....	23
5.2	Eastern Canada .....	25
5.2.1	McMaster University (Ontario).....	25
5.2.2	University of Toronto (Ontario) .....	27
5.2.3	Queen’s University (Ontario) .....	30
5.2.4	University of Ottawa (Ontario) .....	32
5.2.5	McGill University (Québec).....	33
5.3	From Western to Eastern Canada.....	36
6	A short view to German libraries and their subject librarians .....	40
7	Conclusion: A must or yet another approach of liaison librarianship .....	42

8	References .....	45
9	Appendix .....	63
	A. University of British Columbia Library (UBC Library) .....	63
	B. University of Calgary Library (LCR).....	75
	C. University of Alberta Library (U of A Libraries) .....	81
	D. University of Saskatchewan Library (U of S Library).....	86
	E. University of Manitoba Library (U of M Library) .....	95
	F. McMaster University Library (McMaster Library).....	104
	G. University of Toronto Library (U of T Libraries) .....	109
	H. Queen's University Library (Queen's Library) .....	118
	I. University of Ottawa Library (uOttawa Library) .....	128
	J. McGill University Library (McGill Library) .....	142
10	Eidesstattliche Erklärung.....	152

# 1 Abstract & Keywords

Abstract:

As technology advances, the services offered by libraries and the roles of librarians continue being reconsidered. This paper describes the traditional model and development of liaison and embedded librarians, examines the online visibility of liaison librarians and their services in an embedded sense, especially regarding instruction, of selected Canadian Academic Libraries, and provides a short view to German libraries and their subject librarians.

It has been shown that even if not clearly a development of liaison librarians to certain embedment is emphasized for each library, it at least evolves to a user-centered approach and a preference to stronger collaborations. The selected libraries seek to broaden their scope of partnerships. In which deepness it is realized, lastly depends on the willingness of both participators and capacities. Libraries have stated their flexibility in various ways and are ready to step in at the point of need. The one closest to embedded services is the instruction of information literacy as its effectiveness requests a longer relationship in order to flourish. Nevertheless research support in Health Sciences obviously has become an integral part.

Keywords: liaison librarian, embedded librarian, model, visibility, collaboration, outreach, teaching support, instruction, information literacy

# 2 List of Tables and Figures

Figure 1: ARL Members Western Canada	12
Figure 2: ARL Members Eastern Canada	13



### **3 Introduction**

In June 2015 liaison librarians from Columbia University, Cornell University and University of Toronto supported by the Association of Research Libraries held a pilot library liaison institute to talk about possible models of liaison work in the 21<sup>st</sup> century. Due to rapidly changing needs based on digitalism and constant concerns of libraries for not being recognized any more, the report of the institute recorded criteria for liaison librarians in order to make the value of academic libraries more visible. Within this context a more user-centered service, outreach and collaborative measures were pointed out. David Shumaker (2012) already brought up these features in his work “The embedded librarians – innovative strategies for taking knowledge where it’s needed”. Thus, it might raise questions about liaison librarianship evolving into a more embedded role.

While the focus in library science literature often lies on libraries of the United States this paper aims to concentrate on Canadian Academic Libraries and their current services of liaison librarians through their online presence understood as a possible marketing tool. As the institute seeks to act in a more collaborative manner, the online transparency of possible services can be seen as a method of presentation and therefore a form of communication of an understanding of ones role.

First of all, the meaning of “liaison” needs to be differentiated from “embedded” before the focus lies on online visibility of embedded liaison services. Finally it follows a short view to German libraries and their subject librarians, so called “Fachreferenten”.

## **4 Differ “liaison” from “embedded”**

### **4.1 The model of liaison librarians - its origin, development and current concept**

According to the Online Dictionary of Library and Information Science liaison librarians in academic libraries are “often assigned one or more academic departments for which they serve as intermediary between the teaching faculty

and the library“ (Reitz 2014, s.v. “liaison”). As part of their tasks instruction – towards library users in general and the faculty –, collection development and an alert service of recently published literature are named. They often gained academic expertise themselves in that field they serve. The latest SPEC Kit survey of the Association of Research Libraries dedicated to liaison services quoted 93% of libraries having hired staff with liaison work fields, whereas it also includes 34% of non-librarians in liaison responsibilities (Miller et al. 2015, p. 12). According to the “8Rs Redux – CARL Libraries’ Human Resources Study” of the Canadian Association of Research Libraries 37% of Canadian librarians obtained a second graduate degree in addition to their Master of Library Science (DeLong et al. 2015, p. 101). Most of the liaison duties appeared to be added to an existing workload (Miller et al. 2015, p. 13).

Originally emerged from the subject librarian in its traditional role (Rodwell et al. 2008, p. 117), Miller (1977, p. 213) already talked about technological challenges libraries are confronted with and as a reaction to those progresses a regular exchange of information with faculty for meeting their needs in the 1970s. A decade later this understanding was extended to a closer collaboration and a specific program “assigning librarians to work with specific departments in a systematic and structured way” (Schloman et al. 1989, p. 496). Such a concrete relation was deemed necessary because of differences among the individual faculties meeting manifold possibilities of services from the library.

Further on, Rodwell and Fairbairn (2008) emphasize two main directions of liaisons. One is focused on collection development, where the “Guidelines for Liaison Work”, first published in 1992 by the Reference and Adult Services Division of the American Library Association (RASD 1992), need to be mentioned. At its core one could say that nothing basic has changed considering reference service, instruction, collection development, research support and alert services (Jayne et al. 1997, p.123). But last revised in 2009, the guidelines currently contain the amendment of “in Managing Collections and Services“ showing the latest developments towards a user-centered service (RUSA 2009). Apart from the Collection Development Policy it outlines assistance towards the users and which activities liaisons define. The focus has

shifted away from a collection perspective towards a user perspective: “Liaison work enables the library to communicate its collection policies, services, and needs to its clientele, and to enhance the library's public relations. Liaison work enables the library's clientele to communicate its library needs and preferences to the library staff and governing body.” (Ibid., s.v. “3.0 Definition of Liaison Work”).

The second key feature relates to liaison librarians offering information services such as teaching information literacy. This concept of the liaison acting as an educator has captured more and more attention in recent years, especially as far as collaboration between library and faculty is concerned (Rodwell et al. 2008, p. 118). Therefore gaining attention of faculty staff and building partnerships is a development that arose from a continuing interest in being more visible and responding to users’ needs. Dahl (2007) even suggests expanding it to non-academic units. The SPEC Kit survey mentioned above reveals that currently many libraries aim to create relationships with for example “academic computing offices, athletics, career centers, centers for teaching and learning, educational technology groups, student affairs, and diversity groups” (Miller et al. 2015, p. 13). The deeper such a co-working goes the more it falls within the area of an embedded librarian operating at the point of need.

Aligning with these expansions might come a broad range of possible liaison duties as registered in the SPEC Kit (Ibid., p. 14): one-on-one research support, administration of library collections in assigned fields, outreach and communication, teaching, one-shot information literacy instruction...scholarly communication support, reportage from assigned departments back to the library, embedment in courses of assigned departments, data management support, staffing the reference desk...citation analysis, impact metrics, use and teaching of new technology tools, digital scholarship support and literature review support.

As a matter of common concern liaison librarians participating in the institute at Cornell University talked about various topics affecting the current or future role of liaison librarians. Some evaluated reference and one-shot instructions as outdated with a need of revision considering the opportunity to involve trained students or further staff. Others regarded it as an option to build relationships.

Divergently they thought about expertise. Whereas many defined it as subject expertise and the essential value of a liaison, some were integrated in functional liaison roles meaning “data management, digital humanities, GIS” (ARL et al. 2015, p. 10). However, given the combination of traditional and new duties they were worried about an increasing workload and regarded project management as an important skill in order to handle their own workload and those of their team members in research projects (ARL et al. 2015, p. 9ff.). Besides the importance of knowing what the users actually need in avoidance of bare assumptions a change of attitudes was considered as necessary. Librarians should be more flexible and “more comfortable and capable of outreach” (Ibd.). In combination with a request for additional options to gain these skills in trainings a “team-based expertise (working in teams) vs. network-based expertise” (referring users to others in an organization)” (Ibd.) was part of the discussions. In relation to the increase of knowledge expected of librarians team-based expertise was named by many whereas network-based expertise first of all would need to be established throughout a system.

#### **4.2 The model of embedded librarians - its origin, development and current concept**

The roots of embedded librarianship at academic libraries lie in the concept of liaison librarians (Shumaker 2012, p.1). Besides the times of departmental libraries (Schulte 2012, p. 124), Shumaker (2012, p. 2) sees the foundation of embedded librarianship in the health care system of the 1970s when librarians accompanied clinic staffs during their visits of patients and took part in the subsequent discussions. The librarian became a team member out of the library that strengthened the relationship towards the group and allowed the librarian to understand the group’s working field and their needs more clearly. Thus, he/she is linked to the outcomes rather than providing consistent service without knowing any effect of the initial assistance. In contrast to the traditional reference librarian the embedded one is not interchangeable due to this deepened interaction (Shumaker 2012, pp. 4-6).

The term “embedded” derives from “embedded journalists” being set into military units during the Iraq War for reporting firsthand on the daily live of the

soldiers (Dewey 2004, p. 6). Librarians' embedment is not only limited to leaving the library physically. Online service is included as well. Literature about embedded librarianship over the past ten years mostly referred to four main themes: instruction in information literacy, remote or virtual learning, assistance in research and courses (Abrizah et al. 2016, p. 637). Librarians' actions broadly range from providing access to reference resources, co-teaching within a course or learning management system (CMS / LMS) such as the e-learning platform Moodle (Burke et al. 2016), collaborations with faculty in supporting research and scholarly communication and offering office hours in the department, to name a few (Schulte 2012, pp. 125-127). "No matter where they are, embedded librarians have evolved beyond providing general reference and information literacy instruction to serving as research and teaching partners" (O'Toole et al. 2016, p. 531).

Whether the understanding of embedment relates to a physically different location, online service or an expansion outside of the academic sphere, O'Toole et al. (2016, p. 531) stated three common goals: increased interaction, collaboration and integration. As a first step interaction serves to build relationships and once trust is established, collaboration is made possible which finally might lead to integration into faculty or research groups.

"The most common way embedded librarians have partnered with academic departments is to embed information literacy and research resources into class assignment." (Abrizah et al. 2016, p. 638). Considered as a fundamental skill for students the Association of College and Research Libraries (ACRL 2015) set up a "Framework for Information Literacy for Higher Education" with the intention to provide new approaches for students' learning. Whilst Schulte (2012, p. 134) referred to examples of positive impacts, five years ago she noticed that there still needed to be established a structured assessment to evaluate the actual effect of physically embedded liaisons. O'Toole et al. made this attempt in 2016 focused on reference and instructional services when three subject librarians were embedded in departments. Their data confirmed an increase in interaction. Users seemed to be encouraged by the presence of a librarian and reminded of the available resources and services of the library (O'Toole et al. 2016, p. 549). Beyond that librarians were invited by faculty members to further

activities such as additional class instructions, course guides or collaborations, even integration into projects. “Faculty discovered that the library already offered services they needed and would consider new services the librarians suggested.” (O’Toole et al. 2016, p. 550).

### **4.3 The liaison librarian in an embedded role and its online visibility**

Schulte (2012, p. 128) talks about the “librarians’ willingness to investigate their customers’ needs and tailor services...They are not passive bystanders, but rather, proactive partners filling information gaps.” Concentrated on a user-centered service it furthermore integrates new capacities of higher education. Burke (2016, p. 6) states four points responding to current developments in higher education: “the rise of online learning, the increasing use of open educational resources (OERs), the need to improve digital literacy, the focus on student success”. Such a mindset embraces broader institutional goals and contains a direct link to the missions or goals of the university. These are attempts not to wait for the users visiting the library and perhaps losing relevancy, but bringing the library to the users.

Being aware is one factor but another one is to reach a target group. As it is a common practice to first check online for information, the virtual visibility of support services by the library plays an important role. One feature named as future skill for liaison librarians at the institute held 2015 at Cornell University was outreach to transmit the value of the library in terms of the users. At the same time it is in its interaction a first step to a closer relationship for example an embedment. This paper aims to have a closer look at the presence of liaison services in an embedded sense as far as possible via library website. Within this context transparency is regarded as a method of promotion leading to strong arguments for a potential collaboration. Because of the fact that collaboration with faculty is one of the main features of embedment, specifically information literacy instruction, to this category and its basic questions of who, what, when, where, why, and how will be paid special attention. Further on the approach of a user-centered understanding in targeting different user groups will be examined. Potential partnerships in teamwork or other collaborations in

serving these groups would have been interesting, too, but couldn't be established in a satisfying manner during this limited investigation due to its immense potential as far as it possibly surpasses a Learning Centre, Accessibility Services, Copyright Office or IT Support.

Therefore it boils down to two tables involving the following features:

Faculty Support & Information Literacy:

Who?	
What?	
When?	
Where?	
Why?	
How?	

Outreach:

Different user groups	
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After a first glimpse of announced missions or strategies every examination with respect to user friendliness will continue with how to literally find personal online support by a subject librarian. It is assumed that chat service not necessarily means the involvement of a subject librarian and therefore is disregarded. Since visibility is a core aspect, screenshots have been incorporated into an appendix, which will be recalled in each case at the beginning but not repeated in the following. Examination only is restricted to the main website and none of the library's branches since it exceeded the actual scope of this paper. Further on, no attention will be paid to services like course reserves, scholarly communication, research data management or persistent URLs due to a deepened insight into the field of instruction.

## 5 Liaison Librarians in Canadian Research Libraries

Objects of investigation are Canadian members of the Association of Research Libraries (ARL). ARL is a non-profit membership organization of 124 leading research libraries in North America, as they “make up a large portion of the academic and research library marketplace, spending more than \$1.4 billion every year on library materials” (ARL n.d.), and supported the pilot library liaison institute held in 2015. In 2016 an updated report about Strategic Thinking and design was published imagining the future of research libraries:

“In 2033, the research library will have shifted from its role as a knowledge service provider within the university to become a collaborative partner within a rich and diverse learning and research ecosystem.” (ARL 2016 p. 14).

Within the framework of this paper thereof ten Canadian libraries were selected, divided into five each of the western and eastern region. As Eastern Canada represents ten ARL members the five highest-ranking institutes were chosen (THE 2016). In Western Canada it results in University of British Columbia (Vancouver, BC), University of Calgary (AB), University of Alberta (Edmonton, AB), University of Saskatchewan (Saskatoon, SK) and University of Manitoba (Winnipeg, MB) (see Figure 1: brown spots, to be read from left to right).

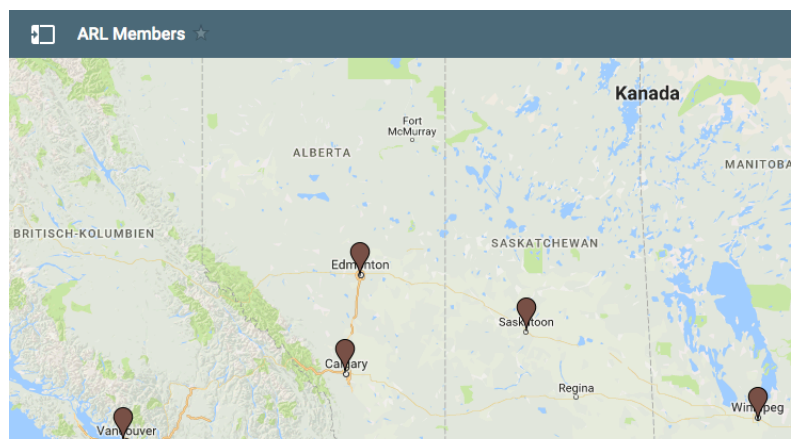


Figure 1: ARL Members Western Canada

In Eastern Canada finally there are McMaster University (Hamilton, ON), University of Toronto (ON), Queens University (Kingston, ON), University of Ottawa (ON) and McGill University (Montreal, QC) (see Figure 2).



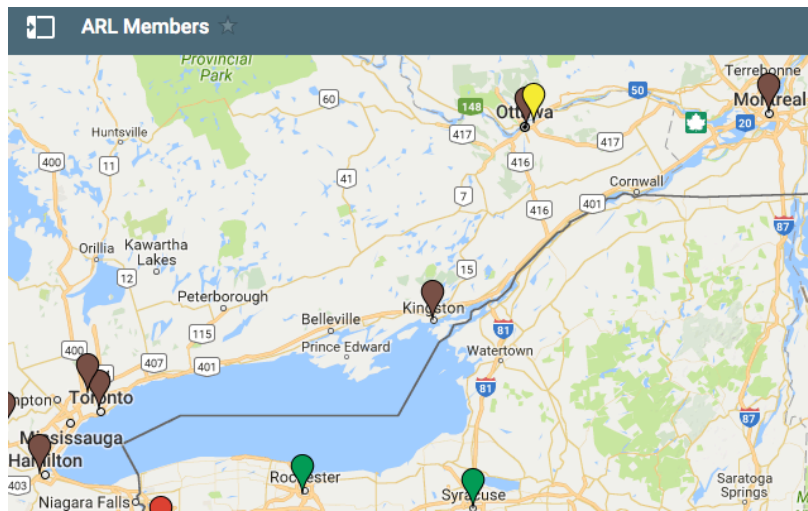
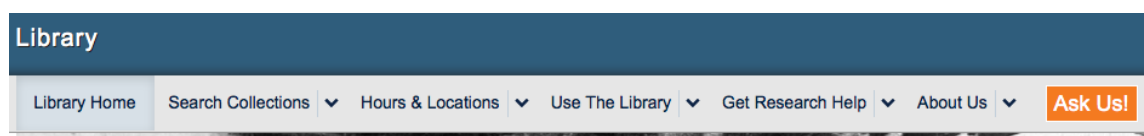


Figure 2: ARL Members Eastern Canada

Such a spectrum from Western to Eastern Canada should give an overview of actual developments in the library sector since ARL member libraries take the lead “in public and information policy to the scholarly and higher education communities...facilitating the emergence of new roles for research libraries” (ARL n.d.).

## 5.1 Western Canada

### 5.1.1 University of British Columbia (British Columbia)



(<http://www.library.ubc.ca>)

In 2015 University of British Columbia Library (UBC Library) celebrated its 100<sup>th</sup> anniversary, likewise UBC its centennial (UBC Library 2013a). Together with its Okanagan locations the library counts 15 branches and divisions and holds an amount of more than seven million items. As the second-largest research library in Canada it is ranked 31<sup>st</sup> in the Association of Research Libraries' 2015 Investment Index (ARL Statistics n.d.a). During the 2014/15 academic year 3.8 million people visited the branches and over 113.000 questions (51.000 reference, 12.000 virtual) were answered, meanwhile librarians and library staff taught over 32.000 participants in more than 1.300 classes (UBC Library 2013a).

Beyond the current strategic direction (2015-2017) of “Engage with communities”, “Enhancing Student Learning” set the following goals:

“Actively partner with faculty in curriculum design, teaching critical thinking, digital literacy and information fluency”, “Provide new technologies to enhance student learning and productivity, wherever users are”, “Develop user-centered spaces and services to promote informal learning, study and reflection, collaboration and dialogue” and “Expand support for Aboriginal students and encourage all students to learn about Aboriginal issues and perspectives” (Ibd.).

Through collaborations, actively focussing on partnerships with faculty, recognizing where users are, user-centered services and its direct transfer to supporting a targeting group five areas are named, which already have been described in the beginning of this paper and should be interesting in the following examination of liaison librarians’ services.

The library provides personalized help by subject librarians via “Ask us” and “Get personalized help” or “About us”, “Contact us” and “Find a subject librarian” (see appendix UBC Library) (UBC Library n.d.a+b). The orange-colored button “Ask us!” stands out and thus, first of all, supports a quick way to reach help (UBC Library n.d.c). Additionally it emphasizes a welcoming attitude towards questions. Subject areas sort the following list by default combined with the name, phone and location having initial information at a glance, whereas a differentiated search of each is offered as well (UBC Library n.d.d). Associated profiles of subject librarians add to their contact information subject specialties, which in turn possibly are linked with subject guides (UBC Library n.d.e+f).

At first sight user-centered services are not visible, but in the drop down list of “Use The Library” it is referred to guides for library users. Here you’ll find “Undergraduate Students”, “Graduate Students”, “Distance Education Students”, “Faculty & Instructors”, “Staff”, “UBC Alumni” and “Community Users & Visitors” (UBC Library n.d.g). For almost all of them except distance students and staff a guide in PDF format is available, which allows for each group having at first hand all the essential information needed for an orientation of library services (UBC Library n.d.h-n). Though there is a potential to get lost on the website and its immense scope of services, user guides help to keep information structured.

The guide of undergraduate students already indicates some courses where library instruction is integrated, for example in the area of Biology, Chemistry,

English, Forestry or Sciences (UBC Library n.d.o). For faculty and instructors several services are offered in research and teaching while it starts with a definition of a subject librarian's role as a "primary liaison between the Library and the academic departments on campus" (UBC Library n.d.p), naming the three main responsibilities such as reference assistance, collection development and instruction. Furthermore assistance in course planning is explained with arguments being of interest for the teacher:

"This ensures that the Library is aware of new research and learning priorities. Collaborations of this nature also ensure that the Library has the resources your students need to complete their assignments and that you need to pursue your research interests." (Ibd.)

By collaboration a direct communication of priorities is possible, which supports the library with staying up to date and meeting the needs of teachers, and students as well. Regarding teaching and learning it is referred to a particular "Teaching and Learning" website including information about projects of the Teaching and Learning Enhancement Fund (TLEF), Flexible Learning, instructional workshops and updates, where the UBCL presents itself as a supporter of developing information literacy skills: "core skills", "essential for critical and reflective thinking"... "Developing information literacy skills is a key component to all of our instruction" (UBC Library 2015a). Such statements and a reference to the Information Literacy (IL) Competency Standards for Higher Education of the Association of College and Research Libraries (ARCL) clearly point out the importance of these skills and assign the library as knowing contributors to essential developments of learners during their academic careers.

The TLEF projects dedicated to innovation in teaching and learning even sets UBCL on a yearly basis into a partnering position with a department or faculty across the university, together applying for funding by UBC (UBC Library 2014a). For 2017/2018 UBCL partnered in three projects with School of Library, Archival and Information Studies (iSchool), the Centre for Writing and Scholarly Communications (CWSC) and UBC's Centre for Teaching, Learning and Technology (CTLT) in combination with the University of Toronto's iSchool funded by an amount of 18.000 to 30.000 \$ (UBC n.d.). Obviously it doesn't end at regional borders, with University of Toronto's iSchool they reached out to a nationwide collaboration.

Whereas Flexible Learning prioritizes the digital classroom, the website of instructional workshops refers to sessions by UBCL integrated into the classroom or at library branches (UBC Library 2013b+c). Collaboration with subject librarians remains flexible in a range of support in developing assignments, workshops and tutorials, specific and general web guides and resources (UBC Library 2014b). Consequently the librarian's area of responsibilities and embedment differs depending on the type of collaborations. But a response to teachers' and students' needs builds the focus on these sessions, connected with a significant goal: "to become successful not only in the coursework, but in their daily lives" (Ibd.).

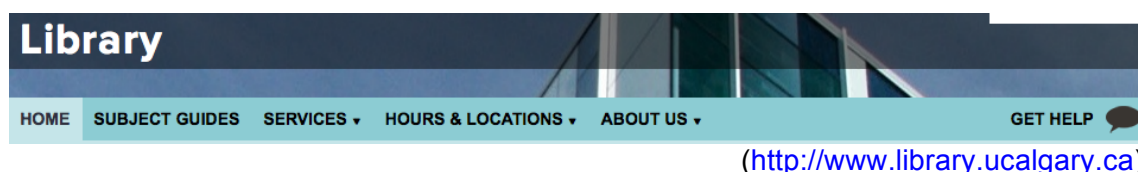
Similar to the "Teaching and Learning" website it is illustrated that support is understood in a broader view beyond the courses, incorporating the students' lives. A connection to UBC and its flexible learning policy of 2013 was built by identifying priority goals through which the library can take part in this initiative led by the Teaching and Learning librarian (UBC Library 2013 b+d). In support of students and faculty UBC Library aims to "include a variety of delivery modes, instructional approaches and content as identified by our learners", develop "flexible learning environments" and "expand the digital classroom" (Ibd.).

Explicitly for research assignments and instruction "that address students' information literacy levels and needs" (UBC Library n.d.k, 2015b) an Information Literacy Toolkit for Faculty and Instructors was created together with students and faculty in 2013. It is based on an assessment project focused on first year students by the Teaching and Learning Advisory Committee of UBC Library, which delivered information about what students need and expect regarding research support. Following the ACRL information literacy standards it provides insight into the five fundamental research skills elements of Scoping, Finding, Evaluating, Reading and Using in addition to videos summarizing the outcomes of the assessment to conclude with the Assignment Design and Resources. The information literacy standards don't only serve as a qualitative resource; UBC Library underpins them with an own survey and in conclusion develops a toolkit, which responds to UBC's individual circumstances, even though commonalities might be identifiable.

Tips in how to address every area, downloadable assignment examples and a

checklist for assignment designs supply further material. As first indicated resource subject librarians are outlined whose qualitative support is proven throughout this toolkit and should underline an impression of benefit for collaboration. Furthermore feedback is cited of a first year, a graduate student and an instructor stating the high value of librarian's services. The LibQUAL+ survey of 2016, a tool that measures user perceptions and expectations of library service quality, assessed in the area of customer services positive results in meeting the users' expectations whereas the library website is not regarded as satisfactory, especially by faculty (UBC Library 2016, p. 3). Finally it shows that the personal contact to librarians is prioritized and valued as such.

### 5.1.2 University of Calgary (Alberta)



Having an amount of 7.8 million items and eight branches University of Calgary Library (LCR) is ranked 49<sup>th</sup> in the Association of Research Libraries' 2015 Investment Index (UCalgary 2017) (ARL Statistics n.d.b). In relation to the university's strategy of "Eyes High" LCR aims to concentrate on the following points: "enrich quality of learning", "sharpen focus on research and scholarship" and "integrate the university and the community" (LCR 2017a). Within this context "university partnerships in interdisciplinary research" and the capacity of "Collaborative leadership" (Ibd.) pave the way from 2015 to 2017. Consequently these partnerships and collaborations might influence liaison librarian's work as well.

If you would like to contact a subject librarian of your area at University of Calgary Library you might go via "About us" and "Staff" where you'll find a list distinguishing generally between "librarian", "library assistant" or "associate librarian" etc. (LCR 2017b). In case you don't yet know the librarian's name, in order to avoid checking every single one listed for his/her subject specialties, the way over "Quick links" and "Consult with a librarian" provides a request form including the category "subject area" (see appendix LCR). At this point there is a possibility to contact a subject librarian directly: "Use this form to book a

research appointment with a subject librarian or contact your [subject librarian](#) directly.” (LCR 2017c). The following website appears to belong to a different area of responsibility due to a changing layout and lists subject fields with its specialized librarians and their contact information but there is no relation between assigned librarians and subject guides (LCR 2017d). Only the other way around starting with subject guides combines the guide of your interest with an expert (LCR 2014a). At first sight, the categories of “staff”, “subject area” and “subject guide” seem to be kept separated. Thus it’s necessary to take different ways depending on your information needs.

The library primarily reaches out with targeted services for students and faculty. Further distinctions are made within the category “students” referring to “Continuing Ed Students” and “Distance Students” alongside with “Alumni” and their particular library guides. Conclusively in an understanding of a visibility at first glance of user-centered services there might be potential for further determinations.

Regarding instruction sessions information is kept brief. Librarian’s expertise of tools for class assignments, search strategies and assignment design are mentioned. Showing flexibility in the setting of sessions either in the regular classroom or in the Information Commons classrooms the user is required to make personal contact for detailed information. Finally with regard to Information Literacy Standards for Higher Education of the ACRL knowledge about recent research is demonstrated but lacks further explanations of the outlined “Library Instruction Program”: “Our Library Instruction Program is founded on the Association of College & Research Libraries [ACRL] Information Literacy Standards for Higher Education.” (LCR 2017e).

A Library Guide (LibGuide) about “Embedding” refers to best practices for embedded librarians in support of professional graduate programs (LCR 2014b). Partly it is not readable (Home tab) but nonetheless holds a large list of formal and informal implementing methods. Obviously it is meant for librarians and reveals a great amount of experience and opportunities for conversations, lastly arguments for collaborations too. For example it says:

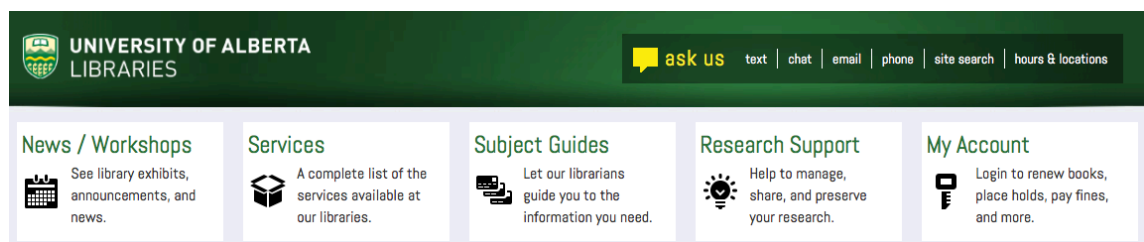
“Meeting in Their Space: A great way of building trust and learning about our users is to visit them in their spaces by dropping into faculties’ offices, student’s desks, and gathering places such as lounges and lunch areas. Medical librarians provide research assistance in the classroom or on hospital rounds. These opportunities often lead to providing instruction

at the point of need, and promote instruction, referrals, collaborative projects, and general relationship building.” (Ibd.)

Two of the chosen methods to promote library services as pointed out in this guide are newsletter contributions and e-updates. Not mentioned is the website itself except in terms of online instruction. Other classroom activities enumerated are tutorials, workshops in or outside of a class and one-time sessions tailored to a course.

Although not announced in detail on the website the reference of a library instruction program and the LibGuide about “Embedding” indicate that embedment plays a substantial role for liaison librarians at LCR. An article published in the Library Administration Journal underlines the beginning of embedded librarianship in 2003 (Clyde et al. 2011). Additionally important to mention is the statement that every librarian independently was responsible for meeting diverse user’s needs which might explain the general contribution to its role at the homepage as being too diverse to specify in that way (Ibd. p. 8).

### 5.1.3 University of Alberta (Alberta)



(<https://www.library.ualberta.ca>)

In the Association of Research Libraries’ 2015 Investment Index University of Alberta Libraries (U of A Libraries) are at 27<sup>th</sup> place (ARL Statistics n.d.c). More than 5.2 million print and electronic titles with over 8.7 million volumes are accessible through ten locations (U of A Libraries n.d.a). Annually 3.2 million visitors are counted, 118.000 research questions answered (physical and virtual) and over 580 classes taught to 18.500 in person.

Combined in a slogan of “Together we shape the future” (U of A Libraries n.d.b)

U of A Libraries announce the mission to:

“collaborate at the University of Alberta to advance teaching, learning and research”, “provide access to the past and present through collections, services, spaces and expertise” and “empower[s] learners scholars and researchers with local and global impact” through their work

(Ibd.).

While currently giving priority to preservation, research data management and student experience, collaboration plays a key role as it is part of their basic values. One of their projects since 2013 aims to integrate library resources into a Learning Management System (LMS), which has been explained in advance in this paper with respect to online embedment (U of A Libraries n.d.c).

There are several ways to reach a subject librarian of University of Alberta Library (U of A Libraries): first via “Ask us”, whilst to the same website takes “Services” and “Ask us a Question”, and then “Find a Subject Librarian” (U of A Libraries n.d.d+e). “Services” and “Subject Librarians” alongside with “Library Services A to Z” and “Subject Librarians” lead to the same list of subject librarians by Faculty or School with their contact information, some including their subject specialties and a reference to their subject guides, whereas it is announced that this page is about to change its interface (see appendix U of A Libraries). “Our people” at the bottom page is linked with a website registering the whole library staff (U of A Libraries n.d.f). A request form via “Ask us” and “Make an Appointment” concentrates on a ranking by area of study (U of A Libraries n.d.g). These different connections make it easy to find your desired subject librarian by one or another path.

Additional attention might gain the introduction of a librarian by profile picture which in turn is linked to his/her profile description naming the liaison subjects and other colleagues, the website of the whole staff. Another initial contact to a librarian provides a special program called “Personal Librarian” for first-year Aboriginal and international students to “help them access the many services and resources the libraries have to offer.” (U of A Libraries n.d.h). On top of the previously described easy access to subject librarians the impression emerges that a personal interaction is appreciated and encouraged.

Whereas support targeted to “Alumni”, “Distance Students” and “Persons with Disabilities” is namely highlighted at “Library Services A to Z”, those for students and faculty stand out through services themselves such as the list of “Popular Library Services”, “Library Services A to Z” (“Instruction”!), “Subject Guides” and “Research Support”. So placed at one’s disposal particularly attention is drawn to them rather than individual groups though not necessarily forgotten.

The section of “Teaching and Instruction” is divided into the groups of faculty



and students. The latter are reminded of library workshops, online tutorials and subject guides and encouraged to ask for help in case of uncertainties, combined with the corresponding links. Before introducing services for faculty the website starts with a statement of experience in quantity and scope: “In 2014/2015 University of Alberta Libraries staff taught 600 sessions to over 19,000 users on a wide range of topics.” (U of A Libraries n.d.i). Besides general workshops and online instructional resources program/course integrated instruction as it is characteristic for embedded librarians is mentioned explicitly. Faculty are given ideas of possible projects and how they are going to be realized aiming “to help our community of users find, access, use, evaluate, and cite resources in our print and electronic collections.” (Ibd.). Using language like “individualized or classroom”, “designing”, “identifying and providing”, “integrating into” make it clear that the idea is to offer customized services meeting the needs of the requestor. By putting forward an example of a course-specific library guide and an explanation of how to add library resources within a Moodle course by an instructor or a subject librarian the potential of liaison services is displayed and prepares the ground for good arguments in favour of embedment.

#### 5.1.4 University of Saskatchewan (Saskatchewan)



Seven campus locations belong to University of Saskatchewan Library (U of S Library), which took 72<sup>nd</sup> place in the ranking of the Association of Research Libraries' 2015 Investment Index (ARL Statistics n.d.d). In 2014 their collections (titles, volumes, e-Books) included 5.1 million items (U of S Library 2015). Throughout the academic year of 2013-14 the library held 582 presentations to an amount of 15.476 participants (U of S Library 2016).

Their vision of collaboration with their community in fostering success through positive experiences and mission to “build relationships and partnerships internally and externally” unfolds four major core strategies: “Learner and Teacher”, “Researcher, Scholar, Practitioner”, “Relationships and Engagement”

and “Employee Engagement and Operational Effectiveness” (U of S Library n.d.a). The first core strategy even is very clear about: “radically transform the library function and its services to actively engage in the teaching and learning process” (Ibd.)

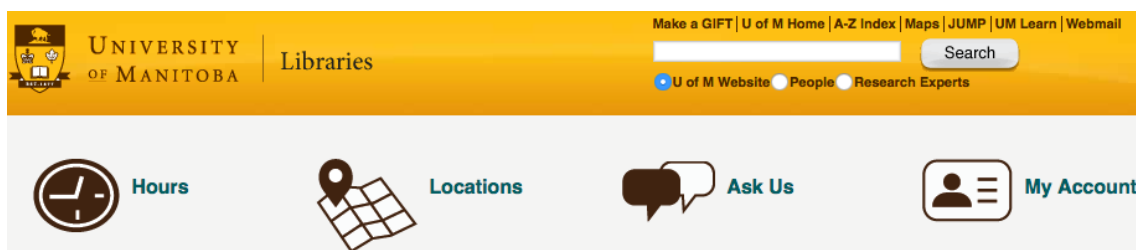
U of S Library provides two ways to reach a subject librarian via “About Us” and “Contact Us” or “Quick Links For” by choosing your desired user group, where a direct link to subject librarians only for “Graduate Students” and “Faculty and Staff” exists (see appendix U of S Library). This list is sorted by College and School showing exclusively librarians’ contact information (U of S Library n.d.b). Similar to the University of Calgary Library liaisons combined with their subject expertise are named in the category of subject guides (U of S Library n.d.c). U of S Library’s homepage also refers under “Ask us” or “Get help” and “Questions? Ask us” to personalized help but means reference support in general, not necessarily by a subject librarian.

U of S Library defined core competencies of librarians related to three areas: to the vision, mission and strategic direction of both the University and the Library, next to professional practice and finally to individual skills (U of S Library n.d.d). Based on their role among the University environment leadership, strategic planning, collaboration/networking, evaluation/assessment and marketing & advocacy are named. Regarding their profession knowledge, practice, scholarly work and teaching are highly valued. Through such a document U of S Library presents and promotes expectations towards its employees but nevertheless expands its view beyond its own boundaries to the university as a whole. Not regarding them as a single isolated institution they take their service-minded place but on top of it support each other as employees, officially stated in a “people plan” (U of S Library 2017), but also as researchers, institutionally throughout the Centre for Evidence Based Library & Information Practice (U of S Library n.d.e).

Using the tool “Quick Links For” a clear user-centered design assists a single person belonging to one of those groups in finding the right resources and information. Not merely students are differentiated between alumni and faculty and staff. They are categorized in undergraduate and graduate students alongside with distance learners and students with disabilities and guarantee a high visibility of customized guides and services considering their level of

knowledge and circumstances. In alignment with reference to manifold partnerships the library website possibly could become the first point of contact. Instruction support might not be found right away due to a categorization within “Supporting research” but herein states a Liaison Librarian Program: “The University Library collaborates with researchers through our Liaison Librarian Program, by providing information resources and research tools, facilitating scholarly communication, and linking with the University’s Signature Research areas.” (U of S Library n.d.g). Traditional tasks of collection development, teaching and reference assistance explain the role of the liaison librarians. But furthermore collaboration with faculty and graduate students is emphasised and finally librarian’s status as faculty. That doesn’t only position them as service-minded supporters but also as researchers themselves, in a sense being in the same boat. Via single library website, for example Murray Library, instructions with liaison librarians can be booked (U of S Library n.d.h). More than “subject based” “course-specific”, “customized” and “collaborate with librarians in your research” in a variety of sessions and courses say drop-in, during class time once or more relate to an embedded sense of responsibility. Likewise, different levels of study are taken into account by orientation tours, reference help and research consultations. A LibQUAL+ summary of 2013 noted positive feedback related to user treatment, workshops, seminars and presentations by the library; less satisfaction with navigating the website, which might have been solved throughout the past three years by a new design (U of S Library 2014, pp. 6-7).

### 5.1.5 University of Manitoba (Manitoba)



(<https://www.umanitoba.ca/libraries/>)

Incorporating ten Garry Campus Libraries and nine Health Sciences libraries with a collection of 5.3 million items in 2014 University of Manitoba Library (U of M Library) is ranked 83<sup>rd</sup> in the Association of Research Libraries’ 2015 Investment Index (U of M Library 2017a) (U of S Library 2015, Appendix B)

(ARL Statistics n.d.e). Regarding missions or a strategic plan nothing could be found.

While “Ask us” of University of Manitoba Library (U of M Library) gives general guidance based on reference questions, personalized help by subject librarians is available at “About the Libraries” and “Need Help? Contact our Librarians and Public Services Staff” where librarians are ordered by subject area or name, moreover a specific library and their staff (U of M Library 2017b). Contact information provides a direct link to email or schedule an appointment and is combined with social media connections and subject fields, which in turn are linked with subject guides or via the list of names enumerate the created guides (see appendix U of M Library). Within “schedule appointment” for some librarian there is a short description about what she/he can do for you. Due to the clear design of the websites and its interconnections not much effort is required in choosing the right path. Profile and subject information are bundled giving a broad overview and don’t force to restart because you didn’t find what you were looking for regarding the liaison and its subject fields.

U of M Library differs between undergraduate and graduate students, Faculty & Researchers, Health Sciences and other users, already visible on its homepage. The category of “Health Sciences” appears to play an important role due to its own target group and because it contains further subgroups; as already mentioned at the beginning Health Sciences Department has ten libraries (U of M Library 2017a). For each group a library guide is prepared where the tap of “New to the Library? 10 Essential Things You Need to Know” gives customized support for initial needs of undergraduates, graduates and faculty. Its banner “ONLINE. IN PERSON. ON DEMAND” at the bottom summarizes a statement which pervades the entire website.



**ONLINE. IN PERSON. ON DEMAND.**  
umanitoba.ca/libraries

(U of M Library 2016a-c)

Every guide refers to subject or liaison librarians for personalized help. Their position as educators in supporting teaching and research obviously belongs to basic information about the library, thus it is integrated into the “10 essential

things” for faculty. In context with Health Sciences Faculty and systematic review search a librarian even holds a more important position in a team:

“International guidelines from Cochrane and the Institute of Medicine of the National Academies recommend including a professional librarian or information specialist as a member of a systematic review team to ensure a comprehensive, systematic literature search. Please discuss the following expectations for librarian involvement with your librarian.” (U of M Library 2017c).

Therefore not only expectations concerning the librarian but also other members of a research team are pointed out. The librarian brings his/her expertise as an information specialist to bear and clearly is regarded as a full member of a research team working on the same goals. Only in this case the description of the librarian’s role is more detailed. Other guides stick with broad reference to support teaching and research and invite to get in touch for more.

## 5.2 Eastern Canada

### 5.2.1 McMaster University (Ontario)

McMaster Home	Research	Using the Libraries	Collections	Faculty Support	About	Help
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(<https://library.mcmaster.ca>)

McMaster University Library (McMaster Library) is positioned at 101<sup>st</sup> place in the ranking of the Association of Research Libraries’ 2015 Investment Index (ARL Statistics n.d.f). The university has four libraries, which characterize in total 3.8 million items, over two million visitors each year, almost 8.000 research questions and instructions to more than 8.000 students (McMaster 2015-2016, pp. 69-71). The library’s mission is twofold: one for Mills, Innis and Thode Library, and a particular one for Health Sciences Library (McMaster Library 2017a).

Health Sciences Library talks in its vision from a user’s point of view: “Our users will have the skills, support and resources required to access the information they need” (McMaster Library 2017a). Concentrating on the outcomes and effect of their support their principles are user-centered in various ways and open to innovation in order to enhance services, with regard to the context of this paper they especially are aimed to: “Liaise with the education programs to integrate information literacy and lifelong learning skills that are essential for

successful problem-based learning and evidence-based practice” (Ibd.). Their mission contains “collaborating at all levels” and being “proactive in building resource sharing and funding partnerships” (McMaster Library 2017b). Set their goals in the area of access, resources, services and education they emphasize five elements having an impact on achieving these goals: infrastructure, collaboration, innovation, evaluation and promotion. Noteworthy in particular is the last point. Health Sciences Library is actively interested in the “use and development of publicity tools to make sure users and the community are aware of the resources and services offered by the Health Sciences Library.” (Ibd.). They’ve overcome a passive standing by and actively want to make sure that their services get noticed and reach its target as well.

McMaster Library’s vision is to become a “true catalyst of intellectual activity” (McMaster Library 2015). Two strategic directions need to be mentioned here:

“Learning |...The University Library will help McMaster students (both undergraduate and graduate level) develop the critical thinking and research skills required for success throughout their lives” and “Community Engagement | Build strong relationships with the community – both on campus and off” (Ibd.).

Similar to University of British Columbia Library services are thought in a broader sense and aimed to have an impact on students’ lives and their success. Additionally featured partnerships are not limited to the campus community. They range from local libraries, cultural organizations, and research libraries across the province and the country for mutual improvement. Another activity named several times at McMaster Library’s scorecard, that lists planned measures and marks their state of development with a traffic light system, is to redesign its website (McMaster Library 2017c).

The easiest way to contact a subject librarian personally, limited to phone or email, at McMaster Library is under “About” and “Contact us” where liaison librarians have their own list ordered by Department, Campus and Community Partner or Faculty and also presenting the Liaison Faculty Representatives, too (McMaster Library 2017d). Some profiles are more detailed about liaison areas, responsibilities, areas of / research interests, publications etc. but aren’t always completed and don’t cohere with subject guides. “Ask a librarian chat” offline is prepared with a request form in coalition with other university libraries in Ontario, for example Ottawa. In order to categorize a submitted form the user is

asked to choose his/her academic status, it nonetheless remains the only site where groups are determined at first sight, besides other request forms.

The only one in focus at the homepage is faculty, at the bottom tab (“Faculty Support”). There is a quick guide in PDF format addressed to faculty, instructors, post-docs and grad students concentrating on research and teaching support (McMaster Library 2016-2017). Special attention is devoted to information literacy and research skills for students defining the library as a “partner in teaching, learning and research.” (McMaster Library 2017e). Stating flexibility in whether it is online, course related or integrated, the library has provided a request form and names a “Learning Support Librarian” for additional questions (McMaster Library 2017f). Furthermore “Information Literacy Goals” are determined involving a definition, its importance and outcomes related to its objectives (McMaster Library 2017g). In its scope this can be regarded as a complete presentation of an information literacy program. Beyond the fact that it takes into consideration all the needed organizational conditions and variations, it clarifies the roles of both teaching persons involved, the librarian and the instructor and submits arguments from a student’s point of view which should be revised from the instructor as well by request form. For liaison librarians a toolkit gives advice on strategies and resources (McMaster Library 2017h). Such a transparency serves strengthening confidence and an effective collaboration.

### 5.2.2 University of Toronto (Ontario)



(<https://www.utoronto.ca/libraries>)



(<https://onesearch.library.utoronto.ca>)

Holding the front position in comparison to other Canadian companions University of Toronto libraries (U of T Libraries) take 4<sup>th</sup> place in the ranking of Association of Research Libraries’ 2015 Investment Index (ARL Statistics n.d.g). 44 libraries spread over three campuses possess 14.1 million items

(print + digital books, journal titles), 400.000 questions are answered, 1.800 library instructions with more than 41.000 participants taught and more than 18.000 daily visits to Robarts Library counted (U of T Libraries 2015, p. 15).

Teamwork publicly is emphasized at the libraries' statement of values with "We are committed to working together as a team, sharing information and expertise" (U of T Libraries n.d.a) and continues in key priorities of the strategic plan: "We will strengthen our relationships with our many stakeholders, and engage dynamically with the community of researchers both locally and abroad" (U of T Libraries 2016a, p. 2). As strategic priorities are named "Comprehensive collections", "Singular spaces", "Innovative inquiry", "Exceptional engagement" and "Strategic stewardship" (Ibd., pp. 3-8). Herein information literacy in a sense of lifelong learning is stated and the goal of a further embedding of information literacy programs:

"2. We will continue to nurture the lifelong information literacy skills of our scholars by sharing advice and best practices, informed by an understanding and appreciation of their needs and goals. a. We will advance teaching and learning outcomes by designing and implementing embedded information literacy programs"...3. We will be the partner of choice that researchers turn to for help finding the quality information they need for scholarship" (Ibd. p. 6).

Embedment is not only restricted to information literacy, it expands to the researchers' work field in becoming the first point of contact. Collaboration regarded as "essential" to their mission is intended to be expanded throughout the campuses, regional and nationwide, and beyond new strategies to "support communication and collaboration across the libraries" should contribute to changing environments (Ibd. pp. 7-8).

First insight of U of T Libraries starts with a general website embedded in the University of Toronto design containing points of available services and some branches with a bundle of quick facts (see appendix U of T Libraries). Once you have chosen a category you are led to the library's specific website. One of the outlining points presents the personal librarian program for first year undergraduate students of Arts & Sciences, Applied Science & Engineering and Music, recently started with so called OISE (Ontario Institute for Studies in Education) graduate students as well (U of T Libraries 2017a). Reaching out to 6000 incoming students for some this could be the first personal introduction to



librarians at University. Especially liaison librarians are marked through the website at “Ask” and “Contacts”. The following list begins with a portrayal of a liaison’s task and a reference to Faculty Liaison Coordinator (U of T Libraries 2017b). With its “curriculum related instruction”, “course-customization of Blackboard ‘Library Resource’ pages” and “tailored research guides for courses or programs” a user-centered understanding and collaborative approach already appears. Though not interconnected with subject guides everyone’s profile enumerates its liaison responsibilities (U of T Libraries n.d.b).

Whilst services for “Students with Disabilities”, “Alumni”, “External Researchers”, “International Visitors” and “Members of the public” response basic needs such as borrowing procedures, faculty support in research and teaching is highlighted in services and explained in detail at the following websites. The liaison librarian offers assistance in order to meet the “teaching goals and student’s learning needs” (U of T Libraries n.d.c), which sets him/her side by side with the instructor. Talking about “information skills” a connected link refers to a definition of information literacy plus underlying concepts of the American Library Association, whilst naming the resources, and underpins a sophisticated concept (U of T Libraries n.d.d). Moreover expertise and experience proves a specific guide dedicated to library support for an instructor’s course aiming to integrate information literacy, which includes examples of successful collaborations (U of T Libraries 2016b). But it isn’t restricted to the library’s point of view even instructors comment on collaboration with liaison librarians, and this is significant because it incorporates various perspectives.

To complete the whole picture of support an instructor finds a checklist for requesting a librarian, timesaving tips and a guide about library resources for faculty, all of them downloadable in PDF format (U of T Libraries n.d.e+f, 2016c). The checklist and tips both start with a recommendation to connect with the liaison librarian at first point, which fosters a personal relationship and could be the beginning of an embedded teamwork with the librarian as a partner. A statement underlining the importance of such a partnership summarizes: “Evidence shows that students benefit from detailed research guidelines, lists of useful databases, library research guides, and librarian contact information.” (U of T Libraries n.d.f). As time is a relevant factor through the entire material

instructors should be equipped with what to do, expect and being expected, how to best prepare students in advance, and overall being aware of the outcomes and benefit of a partnership.

### 5.2.3 Queen's University (Ontario)



The Association of Research Libraries' 2015 Investment Index positioned Queen's University Library at 99<sup>th</sup> place (ARL Statistics n.d.h). As one of Canada's oldest institutions, the library originated in the mid 19<sup>th</sup> century (Queen's Library 2017a). Their collections these days contain over 3 million physical volumes and 80.000 e-journals at six branches (Queen's Library 2017b). Pronouncing themselves as "recognized leader" (Ibd.) in information literacy around 15.000 students attended classes and 15.000 questions were answered.

The library's vision, mission and values are focused, amongst other things, on collaboration, user-centered services, continual assessment, communication and engagement:

"Librarians and staff work closely with students and faculty in every discipline and in the spaces where they intersect. Our best innovations happen through collaboration – across the library, with our faculties and schools and through our regional, national and international partnerships. Together, we're entrusted with ensuring that all information is available to all people, for all time" (Queen's Library 2017c).

Aligned with Queen's University's Strategic Framework and its core strategic drivers of "The Student Learning Experience, Research Prominence, Financial Sustainability, Internationalization" (Queen's Library 2017d) the library formulated contributing strategies. User assessment runs through the whole document as a measurement tool and one of the activities the library has in mind is to create "unit plans for sustainable information literacy teaching" in support of "defined learning outcomes and assessment" (Ibd.). The area of information literacy has become very concrete and aimed to be measured in its effectiveness. An additional understanding of user-centeredness can be noticed in their "Service Philosophy" in which the user is directly addressed (Queen's Library 2017e). As stated in this document they seek contact with the user,

provide support through meeting their needs, shared expertise and building long-term relationships. The final goal is considered in taking long-term views rather than in the short term.

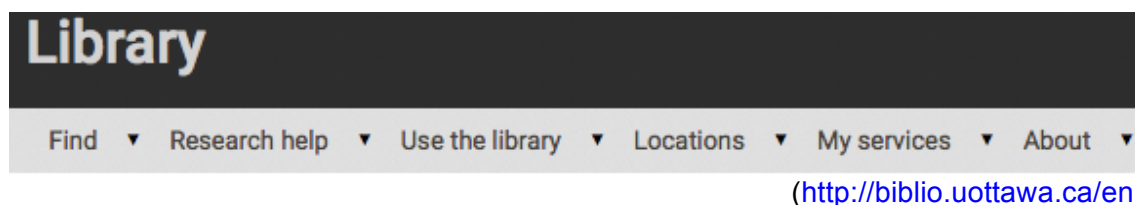
A first of all alphabetical sorted list of subject librarians of Queen's Library is available under "About us" and "Our people" (Queen's Library 2017f). In addition to staff by unit or by subject there also exists a category of specialization (see appendix Queen's Library). Given the profile of one subject librarian you'll get to know his/her working unit division and subjects which are linked with a website about subject information meaning guides, databases, news and events having reference to a subject specialist. The interconnection of librarian and subjects enhances an overview of accessible resources of a subject on the one side, which directly are associated with a specialist in case of upcoming questions or a need of professional assistance on the other side.

On every website there appears a "Your Library" determination of "Undergraduate Students", "Graduate Students", "Faculty & Instructors", "Alumni", "Distance Learners", "International Students", "Staff" and "Visitors" to introduce user-centered resources which assures that targeting groups don't miss the reference to resources provided for them. Mainly the information for alumni, distance learners, international students, staff and visitors is kept brief, nevertheless welcomes to ask. However, for graduate and undergraduate students it contains for example search tools, subject specific ones like guides or exams, where to find library departments or borrowing regulations and quick links to the Learning Commons, Adaptive Technology Centre, IT Services or Students Academic Success Services (Queen's Library 2017g+h). That makes these users having at hand not only resources they need for using the library, but also quick access to institutions beyond the library.

Services for Faculty and Instructors stand out as they are already announced under "Help & Services" and "Teaching and Research". Remarkable is the connection of liaison librarians to several departments in "Services for Faculty and Departments" summarizing the available support (Queen's Library 2017i) because addressing certain groups instead of general faculty encourages further impression of being involved and recognized. The website is more specific about "Teaching & Learning support" (Queen's Library 2017j). It is drawn attention to a close connection of liaison librarians to faculty in support of

teaching, learning, research needs and developing student's research skills. With "creating", "providing tailored", "contributing to", "assisting" and "identifying" the focus on services specifically constructed in respond to the current need is made clear. Additional reference to already existing materials characterizes examples for completed projects.

#### 5.2.4 University of Ottawa (Ontario)



University of Ottawa Library (uOttawa Library) is ranked 61<sup>st</sup> in the Association of Research Libraries' 2015 Investment Index (ARL Statistics n.d.i). The library has twelve locations on three campuses with over 2 million visits per year where 16.000 students participated in instructions (uOttawa Library n.d.a). They hold 2.4 million print volumes, 1.2 million e-books and 122.000 e-journals.

Among the library's values "User-focused services" and "Strong partnerships" (uOttawa Library n.d.b) explicitly are named. University of Ottawa has defined four goals: "A rich, inspiring student experience", "Research excellence", "Francophonie and bilingualism: a competitive advantage that is central to our mission" and "Developing leaders through internationalization". In a liaison, even embedded sense the library envisions their part in several ways:

"Strengthen students' research skills in relation to learning outcomes", "Strengthen the educational impact of library programs and work with faculty to introduce new channels for integrating librarians in classes, programs, and academic departments. Provide course credit opportunities for acquiring library research skills", "Facilitate the extensive integration of scholarly resources and library services into online learning environments and respond to users' needs for training and guidance", "Take the Library to its users..." (Ibd.).

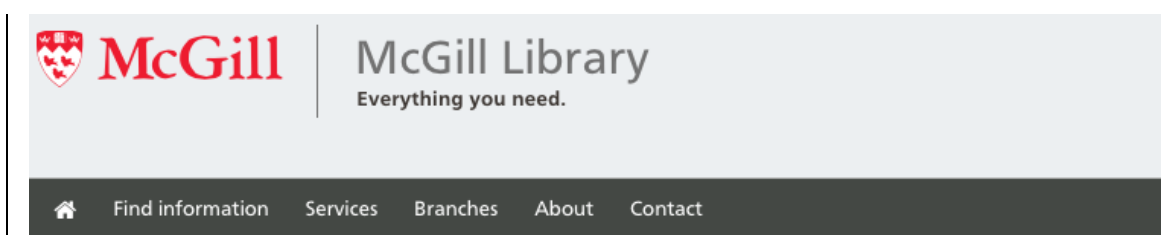
Information literacy is not included namely but might be meant directly with the first point and the following indirectly. Integration of librarians seems to belong to the library's core points.

Whereas access to subject librarians of uOttawa Library via "About", "contact us" and "Librarians" is one way, a seemingly closer referral to librarians offers "Research help" and "Research guides and librarians". Here already by tap

subject librarians are correlated with subject guides which site combines research guides sorted by subject area and a selection of librarians next to it (see appendix uOttawa Library). Both the list of librarians and the research guides encourage contacting a librarian and briefly summarize how he/she could help: “Contact a librarian or a specialist who knows your subject for help with research, to plan a seminar or for questions about the collection.” (uOttawa Library n.d.c+d). In doing so three main responsibilities of liaison librarians are already mentioned in short, namely research support, instruction and collection development, and guide the user in his/her need of assistance.

“Students”, “Faculty”, “Alumni & Visitors”, “Affiliated researchers & health professionals” are addressed personally, but students with disabilities, distance students and Carleton University students in subcategories. Again Health Sciences like at University of Manitoba Library (U of M Library) stand out as one specifically named group of subject areas. Whereas U of M Library in addition to that targeting presented via website an embedded program for liaison librarians working in a research team, uOttawa Library keeps it more general, though using an effective statement: “Invest a little with us now and you can save time later on.” on the “Workshop, seminars and tours” website where support for undergraduate, graduate students and faculty is differentiated (uOttawa Library n.d.e). Similar to the user-centered website for faculty focus lies on offered services such as “assist in creating research assignments”, “create course Web pages” but don’t extend to further details of how (uOttawa Library n.d.f). For more information or a request of an in-class seminar tailored to the course a librarian is to be contacted. Although the used terms let assume that an embedded role of a librarian is considered as possible, its scope is not publicly transmitted.

### 5.2.5 McGill University (Québec)



(<https://www.mcgill.ca/library/>)

Spread out on two campuses McGill University Library (McGill Library) is

located at 13 branches (McGill Library 2017a). Physical and electronic items have become more than 6.3 million serving 2.4 million visitors, and less than 600 library instruction sessions were held to over 18.000 participants (McGill Library 2017b+c). In the ranking of the Association of Research Libraries' 2015 Investment Index McGill Library is at 43<sup>rd</sup> position (ARL Statistics n.d.j).

Right at the beginning of the strategic priorities the library emphasizes their main focus for 2016+:

“As the heart of the campus, the McGill Library and Archives is committed to growing as a user-centred organization that places the students, faculty and researchers as the primary motivators for all decision making. All staff should be foremost focused and dedicated to meeting the needs of users who work and study in the Library's spaces and utilize its services, both on-site and online” (McGill Library 2017d).

Calling themselves a “user-centered organization” brings everything else into line of this attitude. Regarding staff it is planned to “replicate the ARL Liaison Librarian Institute” (McGill Library 2017e) held 2015 at Cornell University, which was introduced in this paper as well. Further on a library assessment plan, similar to the scorecard of McMaster University Library, lists an activity related to information literacy and the liaison librarianship model (McGill Library 2017f). Whereas the project “information literacy competency curriculum mapping” is stated as not yet started or on hold, as an ongoing assessment project it says that the liaison librarian model should be reviewed and the teaching of information literacy peer evaluated (see appendix McGill Library). According to another website a final proposal and implementation plan has been submitted to Associate Dean, User services, in December 2015 (McGill Library 2017g). Obviously liaison librarians and their role are about to change at McGill Library. The library provides a direct link to the list of liaison librarians under “Use the library” and “Find a librarian” on the homepage. “Questions? Ask us” and “Contact your liaison librarian” or “Contact us” and “Find a librarian in your subject area” lead to the same website with all the librarians ordered by subject having their name and contact information in its table (McGill Library 2017h-j). Making it easy to contact a librarian specifically of your subject area, the liaison librarians' profiles enumerate their complete subject areas (McGill Library 2017k).

A first definition what liaison means is given at “Questions? Ask us”: “Liaison librarians are subject specialists who can help you find resources on your topic”

(McGill Library 2017h). Welcoming questions supports “Librarians are here to answer your questions and help you find what you are looking for!” (McGill Library 2017i) or “There is a librarian for you!” (McGill Library 2017j). “You” as targeted user groups via homepage are faculty and alumni at the bottom page, and services for people with disabilities are outlined in the “Services” column. The latter and alumni services are combined at one site; some for faculty are enumerated comparable to quick links, though repeated on every page (McGill Library 2017l). Regarding the website focus lies on services themselves, for example “Teaching services” or “Research services”, but these refer to a “Faculty Guidebook” in PDF format (McGill Library 2017m).

McGill Library starts the website of “Teaching services” in stating what they have in common with faculty: “The Library shares your goals of advancing learning and student success” (McGill Library 2017n). Working on the same goals is one of the features named for embedment, as explained earlier in this paper. So it’s an invitation to collaboration. Regarding research it is even directly expressed:

“Librarians welcome opportunities to collaborate on faculty research teams and to participate in departmental meetings or committees where issues related to the Library or information needs are discussed.” (McGill Library 2017o)

Accommodating this position the personal services to teaching of a liaison librarian are made clear in a targeting manner: “customized...training”, “tailor a programme to meet [your] ongoing needs”, “locate materials to support [your] teaching”, “assist [you] in creating links” and “Create[s] subject and course guides” (McGill Library 2017n) Information literacy workshops are mentioned at the bottom page but not further described, neither in the guidebook.

The Research services website of McGill Library contains services, which are counted to the teaching area by other libraries such as integrating information literacy into the curriculum or assisting in creating assignments (McGill Library 2017o). But the faculty guidebook lists them in the category of teaching support, revealing that both are interwoven with each other (McGill Library 2017m, p. 1). Finally a checklist is presented to help instructors prepare for their academic year (McGill Library 2017p). Help implies in this context contacting the liaison librarian. Three months in advance primarily is needed for requesting material but also possible for information about available services. One month before

classes the librarian is addressed in his/her role as a teaching supporter by creating workshops, subject or research guides and links.

### **5.3 From Western to Eastern Canada**

Strategic directions and missions of the selected libraries differ in their specification of collaboration and user-centeredness. Everyone<sup>1</sup> names collaboration as a core feature but its forms of presented activity range from a generalized “to advance, teaching, learning and research”, though realized in several projects, over internal and external partnerships to partnering in curriculum design and integration. McMaster University Library stands out as Health Sciences have their own strategic plan, which allows a deep insight into their understanding of user-centered services looking at the outcomes in particular. In this sense, some libraries reach out to having impact by more than just the service itself and therefore give arguments for collaborations beyond.

Besides McMaster University Library’s user-centered concept of Health Sciences Library’s strategy three other libraries integrate it as a goal or value. McGill University Library specifically pronounces itself as a “user-centered organization” and contributes to this in its whole. Queen’s University Library substantiates such an approach with its “Service Philosophy” where an understanding of being there for the user’s needs is made clear.

Regarding information literacy it is noteworthy that it namely only appears at Eastern Libraries, though indirectly at University of British Columbia with “teaching critical thinking”, which again is used at their information literacy program. Toronto University Library even aims to contribute “by designing and implementing embedded information literacy programs”. Comparable is Queen’s University Library’s statement of working “closely with students and faculty in every discipline” and their “unit plans for sustainable information literacy teaching” combined with assessment measures. Here information literacy and embedment are in conjunction with each other.

Librarians in their function as educators are focused in two strategies or projects of university libraries. University of Ottawa Library talks about “integrating

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<sup>1</sup> University of Manitoba Library must be disregarded due to a not existing strategic plan or not found.



librarians in classes, programs and academic departments”, which would lead to an embedded model. In accordance with this McGill University Library is in process of reviewing the liaison librarian model.

Visibility of liaison librarians varies broadly as some are already allocated as liaison librarians on the homepage at first sight or named at the same time with subject guides; others are listed amongst the complete library staff. Even if sorted by subject or name some profiles directly refer to created subject guides. At the latest when reference support surpasses orientation guides subject librarians and their expertise come into play meaning personal contact. Thus, the easier it is to be achieved, the better. If users didn't get to know their librarians through a personal librarian program, besides connections to social media, virtually interconnected websites and a clear structure with moderate subcategories suggest reachable personalized support.

A user-centered structure of websites contributes to making it personal from a user point of view. As it is often difficult assigning to categories due to a need of limitations, which isn't always one-sided, several different targeting groups are addressed. Libraries at least separate two groups, students and faculty. Further differentiations take different needs into consideration, not only in regard to academic experience or subject area, their circumstances as well, and present an understanding through the lenses of individual groups. At opposite to two groups University of Manitoba Library finally reaches out to 18, half of which related to the area of Health Sciences. Additionally some libraries prepared a user guide in PDF format. Though some only for faculty, it supports having at first hand useful information specifically for one group. Characteristic for the same goal are the “10 essential things you need to know” of University of Ottawa Library. It provides an appropriate start for those new in their area.

Through “Quick Links For” University of Saskatchewan Library clearly utilizes a user-centered web design, which should help users even more in finding their relevant resources. Here you first have to choose to where you belong. Another example for a quick way for targeting groups is having the different groups already listed on the homepage as it appears at Queen's University Library's and Manitoba University Library's website or the “Library Services A to Z” of University of Alberta Libraries. University of Ottawa's Library website supports it

indirectly through its tab “My services”. Whatever is preferred the library website is a gateway to the whole of libraries’ services. Thus such a structure right away takes account of a guide through many possibilities and might prevent an information overload, even at library websites.

Preference to refer to faculty mainly as a group is characteristic for three University Library websites: McMaster, Toronto and McGill. Due to its special role in providing instruction services this might serve a focus on collaboration. Examples of conducted classes show faculty members what is possible and might convince them joining forces in teaching. Librarians know about the benefit but the question is if faculty members do. Some might regard it as an intervention into their routine and practices, to say nothing of an impression of observation when it comes to integrated involvement. Therefore presentation and argumentation is the key.

In doing so it might be useful first of all to describe the role of subject librarians or provide a definition, as done by University of British Columbia Library in being liaisons. This might include their main responsibilities of collection development, research assistance and instruction. McGill University Library already placed a definition at the “Ask us” category so that persons in search of support can conclude who should be the one to contact. Further on it could circumvent attendance of subject librarians in case of another one’s responsibility. McMaster University Library positions themselves as “partners in teaching, learning and research” whereas University of Saskatchewan Library dedicated a complete document to core competencies of librarians. Some libraries proceed in describing their expectations towards their counterparts. The more likely it happens with respect to integrated activities say the librarians as team members in Health Sciences research of University of Manitoba Library. However, it has an effect on the distribution of roles and thus certain activities.

With regard to instruction sometimes particular websites explain support of the library or liaison librarian in teaching and learning. In developing information literacy skills University of British Columbia Library based a toolkit on their own survey which delivers needed data to specific services. Proven knowledge further on is implemented through several methods by the libraries. Often a

reference to the Competency Standards for Higher Education and of the Association of College and Research Libraries (ARL) shows a dedication to innovation and exchange. McMaster University Library explicitly determined information literacy goals, likewise University of Toronto Library cites concepts of information literacy of the American Library Association in detail, which are fundamental for every kind of research and contribute to a lifelong learning. Knowledge is the essence of a University and thus it is argued in accordance to the interests of faculty. Additionally it reveals that the library is interested in a longer lasting relationship as Queen's University Library stated in their "Service Philosophy".

Liaison librarians as knowing partners are revealed through created subject guides, online tutorials or the announcement of their status as faculty, which is highlighted at University of Saskatchewan with an Institution in support of librarian's research. Finally held instructions and feedback contribute to their visibility of expertise. Particularly when faculty members comment on collaboration with librarians it might catch attention of others. With respect to supplementary material prepared request forms demonstrate a sophisticated concept as they ask for more than compulsory information concerning organizational matters. For example the one from McMaster University Library expects from faculty members to express wished outcomes of an instruction; with some tips given at hand in case that they don't know how to boil it down to a "students should be able to". In addition to a sign of quality it facilitates the beginning of collaboration.

Beyond that these measures save time for faculty members, in the end not only for them. Further material in response to the time issue for this group is prepared, namely a checklist by University of Toronto Library, which lists every necessary step ready to be marked as done. McGill University Library expands such an approach to the preparation for the academic year. That transcends the limits of collaboration throughout a single class instruction. It positions the liaison librarian side-by-side for more than two or three weeks. In support of assignment designs the toolkit of University of British Columbia aims to provide assistance in advance whereas the teacher is free to work on his own. Such a form doesn't necessarily involve a liaison librarian. It relates to the concept of

help for self-help but prepares the ground for a potential collaboration as a knowing collaborator is already introduced.

A sense of embedment plays a role as the descriptions of instruction support use terms like “at the point of need”, “tailored to”, “customized” or “assist” and express a service especially created for a certain group which needs a close relationship. Remarkable is University of British Columbia Library’s Teaching and Learning Enhancement Fund because it leads to an embedment, where the collaboration is established on improvement and follows the same goals. Working on the same goal is a statement that uses McGill Library for an invitation to collaboration. Though targeted to librarians the library guide of University of Calgary Library is about formal and informal approaches for a first contact with the final goal of a working relationship.

Another feature useful for argumentation are promotion tools. Statements given by some libraries say University of Manitoba Library’s “online. in person. on demand” or University of Ottawa Library’s “Invest a little time with us now and you can save time later on” or McGill University Library’s “Librarians are here to answer your questions and help you find what you are looking for”, which commonly a short, remain in one’s memory. Besides a first welcoming impression it contributes to a personal relationship. McMaster University Library even announced promotion as one of its goals. Finally it is not only about providing services, it is about making them visible, too.

## **6 A short view to German libraries and their subject librarians**

Difference to Canadian librarians already appears in status because German subject librarians, so called “Fachreferenten” usually are registered as administration staff and not faculty (Bordonaro et al. 2015, p. 679). Therefore they don’t take study leave in contribution to research and publications. Few publications exist about embedded librarianship in Germany, for example in special libraries (Salz 2011, Jacobs 2011), and in 2013 a checklist on how to

realize an embedded approach for one-person libraries was published (Jacobs 2013).

Regarding instruction of information literacy the translation of the Information Literacy Competency Standards of the Association of College and Research Libraries in 2002 in combination with a study emphasizing students' and teaching staff's lack of competencies in media usage has lead to new movement in this area (Franke et al. 2016, p. 501). As a result a steady flow of know-how through established information literacy working groups in library networks followed and teaching steadily increased in libraries (Franke et al. 2014). The website "Informationskompetenz" delivers current statistics about taught instructions nationwide (IK 2015). For 2015 76 libraries participated in this survey and a total amount of 18.846 courses (on average 247,97 per library) with 286.436 attendants (on average 3768,89 per library) is announced. By far the major part has been conducted in one session (18.576) and roughly half of it was interdisciplinary (9.128). Those integrated were 3.609 courses (19,1%) whereas 109 lasted a whole semester. While subject librarians taught 26%, those holding a degree in librarianship, which is not combined with an additional subject degree, were at 60% and thus kept the main responsibility. As far as targeting groups are concerned instructions are mainly attended by students.

Due to an increasing complexity of specific expertise it has been proposed to transfer more to subject librarians and to create a collaborative central organisation as information literacy institutionally still isn't integrated in an appropriate way (Tappenbeck 2013, p. 62ff.). Though libraries actively promote these sessions through various ways attendance still differs broadly depending on the subject areas. As one of the current challenges a lack of awareness for the importance of information literacy by faculty is stated and the current university system of over demanding Bachelor programs making integrated instructions into the curriculum almost impossible. On the library side a lack of staff and time is an issue in order to meet different targeting groups and subject areas. Still librarians don't feel adequately prepared by methods set in standards and teaching qualifications. University of Applied Sciences of Cologne responded to these needs by integrating the topic instruction of

information literacy into their Bachelor Program of Library Science, and others are to be taken into account as well such as the Master or training programs for professionals.

Regarding these instruction sessions several issues arise (Tappenbeck 2016, p. 281ff.). Information literacy skills in its complete scope need more than one session to develop. Further on, as has been pointed out attendance mainly is registered for students whereas it doesn't gain attention of faculty members. Half of them are taught interdisciplinary, so it has to be kept in a general matter. Consequently subject specific interests still need to have their counterpart. But because of the fact that academic libraries suffer from staff shortage it is not possible to expand the amount of instructions.

Thus, in order to meet specific needs the idea of liaison librarians as mediators between library and faculty, such as they are discussed in North America, has been brought up (Ibd.). Additionally an embedded approach is stated as possible as well, meaning a collaboration in research teams working on the same goals. As a result currently discussions concern an expansion of the structure of subject librarianship.

## **7 Conclusion: A must or yet another approach of liaison librarianship**

The limitation of this paper is that it only covers ten Canadian research libraries. Due to the immense landscape and diversity of libraries an extensive investigation ideally should include more than such a small amount as it only can reveal a first impression. Additionally it would have been interesting to examine collaborations explicitly related to targeting groups. As participants of the Liaison Institute held in 2015 wished to understand what their users need in a way which isn't based on assumptions, the results might have offered new perspectives and possibilities.

It has been shown that even if not clearly a development of liaison librarians to certain embedment is emphasized for each library, it at least evolves to a user-centered approach and a preference to stronger collaborations. The selected

libraries seek to broaden their scope of partnerships. In which deepness it is realized, lastly depends on the willingness of both participators and capacities. Libraries have stated their flexibility in various ways and are ready to step in at the point of need. The one closest to embedded services is the instruction of information literacy as its effectiveness requests a longer relationship in order to flourish. Nevertheless research support in Health Sciences obviously has become an integral part.

On the other hand these user-centered approaches hold great chances for libraries as they should be flexible in itself in response to current developments and somehow they have to. Constant changes in library and higher education systems show that there is no end in sight. Libraries are more than just locations providing access to literature. They live through their users and therefore need to react in accordance to their developments. Still it is a balance between what is possible and what should be. Services, which have become standards, might have lost its relevance whilst others evolve to future trends. Librarians might apply proactive measures in order to reduce a lack of time but still need to consider the actual influence. Therefore assessment measures help to gain feedback about user perspectives and their expectations. The more personal libraries become for them the more they are visible. Argumentations regarding influence on their lives as it is stated in relation to information literacy instructions contribute to a stronger embedment than institutional.

Becoming personal does not necessarily mean that services provided by libraries are not useful. Sometimes it's just that users aren't aware of the immense range of possibilities they have. That might be because of an information overload in unstructured websites. Thus visibility in combination of a personal contact to a librarian such as the subject librarian might contribute to a better promotion. Another reason might be a lack of understanding. Explanations of what, how and why help users to evaluate services and decide if they need it or not. In a state of rush due to working overload and especially because of lots of information passing by it is less likely that users take their time to clear their questions unless it is definitely needed.

The selected Canadian academic libraries have many good approaches on how to be more visible through their design and services. In a sense of future

possibilities a regular exchange between educational institutions might lead to mutual benefit. Further on, because some libraries announced internationalization as one of their missions and in combination to user-centeredness trans-regional communication could collect several approaches as there is always more than one way. As a result of these discussions more than experiences are exchanged. They could give insight into causes and motives for services for this particular diverse group.



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uOttawa Library (n.d.), University of Ottawa Library, My services, Accessibility, available at: <http://biblio.uottawa.ca/en/services/accessibility> (accessed 07. March 2017).

uOttawa Library (n.d.), University of Ottawa Library, My services, Affiliated researchers and health professionals, available at: <http://biblio.uottawa.ca/en/services/affiliated-researchers-and-health-professionals> (accessed 07. March 2017).

uOttawa Library (n.d.), University of Ottawa Library, My services, Alumni and visitors, available at: <http://biblio.uottawa.ca/en/services/alumni-and-visitors> (accessed 06. March 2017).

uOttawa Library (n.d.), University of Ottawa Library, My services, Distance Service, available at: <http://biblio.uottawa.ca/en/services/distance-services> (accessed 06. March 2017).

uOttawa Library (n.d.), University of Ottawa Library, My services, Ottawa-Carleton joint program, available at: <http://biblio.uottawa.ca/en/services/ottawa-carleton-joint-program> (accessed 06. March 2017).

uOttawa Library (n.d.), University of Ottawa Library, My services, Students, available at: <http://biblio.uottawa.ca/en/services/students> (accessed 06. March 2017).

uOttawa Library (n.d.a), University of Ottawa Library, About, Overview, available at: <http://biblio.uottawa.ca/en/about/overview> (accessed 06. March 2017).

uOttawa Library (n.d.b), University of Ottawa Library, About, Strategic plan, available at: <http://biblio.uottawa.ca/en/about/strategic-plan> (accessed 06. March 2017).

uOttawa Library (n.d.c), University of Ottawa Library, Research help, Librarians, available at: <http://biblio.uottawa.ca/en/research-help/librarians> (accessed 07. March 2017).

uOttawa Library (n.d.d), University of Ottawa Library, Research help, Research guides & librarians, available at: <http://biblio.uottawa.ca/en/research-help/research-guides-and-librarians> (accessed 07. March 2017).

uOttawa Library (n.d.e), University of Ottawa Library, Research help, Workshop, seminars and tours, available at: <http://biblio.uottawa.ca/en/research-help/workshops-seminars-and-tours> (accessed 07. March 2017).

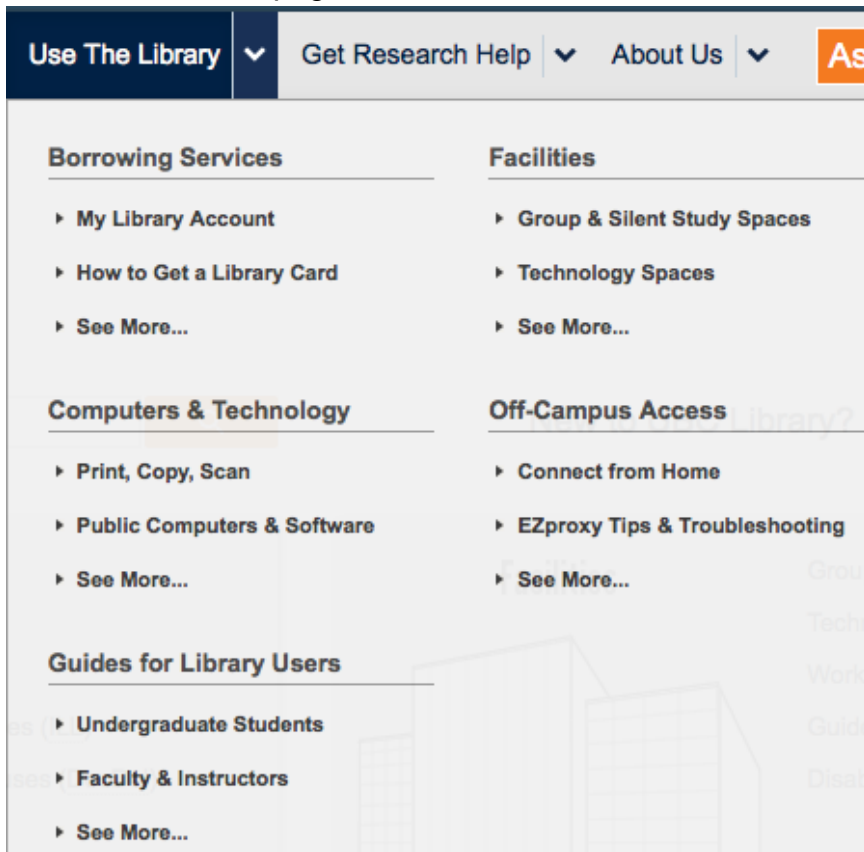
uOttawa Library (n.d.f), University of Ottawa Library, My services, Faculty, available at: <http://biblio.uottawa.ca/en/services/faculty> (accessed 07. March 2017).

## 9 Appendix

### 19.1.A University of British Columbia Library (UBC Library)

Homepage: <http://www.library.ubc.ca>

Screenshots homepage:



Ask us: <http://www.library.ubc.ca/help/ask-colorbox.html>

### Ask Us



#### Get personalized help

Phone, e-mail, chat or arrange to meet with one of our [subject librarians](#), who can provide specialized help with your research.



#### Visit a reference desk

Every [branch](#) has staff to help you. Check out our reference hours and visit a reference desk today!



### Call a librarian

Call the [reference desk](#) at any one of our many library locations.



### Email a librarian

Fill out our handy online [reference assistance form](#).

Contact us: <http://about.library.ubc.ca/contact-us/>

## Contact us

### Reference & Consultation

- [Reference Assistance](#)
- [Find a Subject Librarian](#)
- [Librarian Consultants for Faculties & Schools](#)

Looking for other forms? Try searching in our [Use the Library Portal](#).

Subject Librarians: <http://directory.library.ubc.ca/subjectlibrarians/>

## Subject Librarians

Search by location:

Search by subject, name, phone, or location:

Subject	Name	Phone	Location
---------	------	-------	----------

Example profile „History“: <http://directory.library.ubc.ca/people/view/51>

#### Subject specialties:

- English Language Ordering
- German Language Ordering
- History
- Italian Language Ordering

Example profile „History of Science and Medicine“:

<http://directory.library.ubc.ca/people/view/34>

## Subject Specialities and Research Guides

Occupational Science and Occupational Therapy

Physical Therapy

Audiology and Speech Sciences

Rehabilitation Sciences

History of Science and Medicine

### Faculty Support & Information Literacy:

Who?	Librarians, Subject Librarians Information Literacy Toolkit started with First Year Students
What?	<p>[Subject Librarians] provide skilled reference assistance, manage the library's collections and provide instructional support to faculty. Subject librarians are also available to work with you to assist in course planning.</p> <p>Faculty interested in providing students with guidance on finding, accessing and incorporating research into their course assignments can find support from the Library.</p> <p>Flexible Learning: To enhance learning outcomes for students while offering greater access to resources and services, the Library provides faculty with a variety of supports to develop flexible learning classroom environments, including digital collections, discipline-specific research and instructional support, copyright services and much more.</p> <p>The Library supports the development of life-long information literacy skills in an increasingly information-intensive world.</p>
When?	At the point of need
Where?	In-person instruction can be offered in your classroom or at a library computer lab Digital classroom / online
Why?	<p>This ensures that the Library is aware of new research and learning priorities.</p> <p>Collaborations of this nature also ensure that the Library has the resources your students need to complete their assignments and that you need to pursue your research interests.</p> <p>To support the creation of research assignments and instruction that address students' information literacy levels and needs</p> <p>To become successful not only in the coursework, but in their daily lives.</p> <p>To support flexible learning when and where the students need it</p> <p>Information literacy skills are essential for critical and reflective thinking. These core skills enable informed choices about utilizing appropriate resources, help synthesize and analyze existing</p>

	information and aid in identifying gaps where new research or innovation can occur.
How?	<p>Subject librarians who can collaborate with you to develop assignments that meet the needs of the course and build information skills needed for students</p> <p>Support in co-developing workshops and tutorials to provide direct assistance to students at the point of need</p> <p>Subject-specific and general web guides and resources</p> <p>Librarians can collaborate with you to produce course-specific and/or assignment-specific research guides, create online tutorials or deliver in-person or online instruction sessions.</p> <p>Information Literacy Toolkit for Faculty and Instructors:</p> <ul style="list-style-type: none"> <li>• Tips for developing a research assignment that addresses the five information literacy skills outlined (scoping, finding, evaluating, reading, using)</li> <li>• Resources and tools from UBC Library and other institutions that assist in developing student research skills</li> <li>• An information literacy assignment checklist that offers a way to reflectively assess your own assignments</li> <li>• Examples of research assignments that focus on the information literacy skills of emerging academic researchers</li> <li>• Additional resources and materials</li> </ul> <p>Teaching Support:</p> <p>Your liaison librarian can:</p> <ul style="list-style-type: none"> <li>• create discipline-specific research guides that your students can use to find appropriate sources for their research projects.</li> <li>• collaborate with you to produce course specific and/or assignment specific guides. -&gt; You can get the process started by contacting your liaison librarian directly.</li> <li>• create online tutorials covering a specific topic that you request.</li> <li>• deliver in-person or online instruction sessions. In-person instruction can be offered in your classroom or at a library computer lab.</li> </ul> <p>UBC Library provides our users with instruction that not only addresses how to access and use information resources, but also how to critically reflect on the information retrieved. Developing information literacy skills is a key component to all of our instruction. Librarians work with faculty members to develop a curriculum that meets the subject specific needs of the students and addresses key information literacy standards. Courses are delivered in-person, as part of virtual workshops and research assistance, through online guides and tutorials geared to specific course work, and through co-development of research assignments with faculty.</p> <p>Whether you are a student or a faculty member, the Library has a number of librarians who can help assist you with your teaching and learning initiatives.</p> <p>For questions on how we can assist with your faculty-specific needs, please contact your subject librarian to find out how to get started.</p>

(<http://services.library.ubc.ca/user-guides/faculty-instructors/>)  
 (<http://about.library.ubc.ca/teaching/faculty-resources/faculty-information-literacy-toolkit/>)  
 ([http://about.library.ubc.ca/files/2016/09/2016\\_FacultyGuide\\_web.pdf](http://about.library.ubc.ca/files/2016/09/2016_FacultyGuide_web.pdf))  
 (<http://about.library.ubc.ca/teaching/flexible-learning/goals/>)  
 (<http://about.library.ubc.ca/teaching/>)

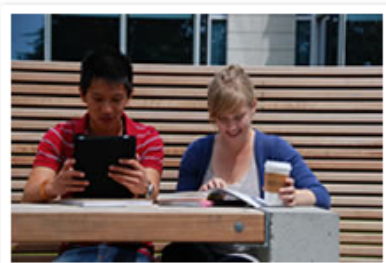
Outreach:

Different user groups	Undergraduate students, Faculty & Instructors, Graduate Students, Distance Education Students, Staff, Alumni, Community Users & Visitors
-----------------------	--

(<http://services.library.ubc.ca/user-guides/>)

Use the library: <http://services.library.ubc.ca>

## Guides for Library Users



These user guides are designed to give you quick access to **information and links you need most.**

▸ Undergraduate Students

▸ Graduate Students

▸ Distance Education Students

▸ Faculty & Instructors

▸ Staff

▸ UBC Alumni

▸ Community Users & Visitors

Use the library – User Guides – Undergraduate Students – Next Steps:

<http://services.library.ubc.ca/user-guides/undergraduate-students/>

## Undergraduate Students

Getting Started	Next Steps	Where are. . . ?	Course Reserves	Policies	Library Jobs
-----------------	------------	------------------	-----------------	----------	--------------

## Next Steps

- Library Instruction: If you're enrolled in APSC 150, APSC 176, BIOL 140, CAP, CHEM 121, ENGL 112, FRST 100, LFS 100, SCIE 101, SCIE 113, WRDS 150, or a host of other courses, library instruction is integrated into your course. [Drop in workshops](#) are also available.

Use the library – User Guides – Faculty & Instructors – Research & Teaching:  
<http://services.library.ubc.ca/user-guides/faculty-instructors/>

## Faculty & Instructors

Services	Course Reserves	Copyright & You	Licensed Materials	Research & Teaching
----------	-----------------	-----------------	--------------------	---------------------

## Research & Teaching

### Subject Librarians

[Subject Librarians](#) serve as the primary liaison between the Library and the academic departments on campus. They provide skilled reference assistance, manage the library's collections and provide instructional support to faculty. Subject librarians are also available to work with you to assist in course planning.

- This ensures that the Library is aware of new research and learning priorities.
- Collaborations of this nature also ensure that the Library has the resources your students need to complete their assignments and that you need to pursue your research interests.

For more information on our teaching & learning services and activities [check out our site](#)

Your liaison can also assist you by:

- alerting you to new resources in your discipline
- showing you how to use current awareness tools
- suggesting resources for your research
- purchasing materials relevant to your research. You can also suggest a book or other materials using our [online form](#)

### Information Literacy Toolkit for Faculty and Instructors

The [Information Literacy Toolkit for Faculty and Instructors](#), created in partnership with UBC librarians, faculty members, and students, was developed to support the creation of research assignments and instruction that address students' information literacy levels and needs.

The toolkit includes:

- Tips for developing a research assignment that addresses the five information literacy skills outlined
- Resources and tools from UBC Library and other institutions that assist in developing student research skills
- An information literacy assignment checklist that offers a way to reflectively assess your own assignments
- Examples of research assignments that focus on the information literacy skills of emerging academic researchers
- Additional resources and materials



## Refworks

Refworks is an online citation management database. It allows you to store, organize and share citations with others. Refworks also formats citations in a wide variety of citation styles; creates a bibliography in seconds; and has a very handy footnote add-on called Write-N-Cite. For more information, to create an account and/or to log into UBC's Refworks account see the Library [Guide to Refworks and Write-N-Cite](#)

## Workshops

The Library and the Chapman Learning Commons offer a variety of workshop on library and research-related topics throughout the year. For example, workshops on using Refworks are frequently offered. Other workshop topics of interest to faculty have included:

- finding and using Statistics Canada data
- incorporating media rich resources in your teaching
- getting published
- using Zotero
- Systematic Review/Literature Search
- use of subject-specific databases like PubMed, Ovid, MEDLINE, PsycInfo and more
- copyright
- current awareness tools

You can consult the complete list of Library and Learning Commons workshops online: [events.library.ubc.ca](http://events.library.ubc.ca).

## clRcle

clRcle is UBC's institutional repository "for published and unpublished materials created by the University of British Columbia." The repository provides you with a means to increase exposure to your work - while retaining your moral authority over it - and to ensure that it will be preserved in perpetuity.

- clRcle welcomes research and teaching materials from faculty and staff as well as exemplary undergraduate research.
- For more information and to create your account see the [clRcle website](#).

## Research Data Management

- This website, developed and maintained by UBC Library, provides valuable information and resources related to UBC's Research Data management strategy. If you are producing, reusing or interested in preserving and sharing your research data, please visit the [Research Data website](#).

## Teaching Support

Your [liaison librarian](#) can:

- create discipline-specific [research guides](#) that your students can use to find appropriate sources for their research projects.
- collaborate with you to produce course specific and/or assignment specific guides.
  - You can get the process started by contacting your [liaison librarian](#) directly.
- create online tutorials covering a specific topic that you request.
- deliver in-person or online instruction sessions. In-person instruction can be offered in your classroom or at a library computer lab.

## Flexible Learning

To enhance learning outcomes for students while offering greater access to resources and services, the Library provides faculty with a variety of supports to develop flexible learning classroom environments, including digital collections, discipline-specific research and instructional support, copyright services and much more.

## Plagiarism and TurnItIn

"Evidence from UBC and elsewhere suggests that plagiarism is increasing.... The Internet has made plagiarising easier. For example, there are many places from which to copy or purchase material, and simply cutting and pasting text from Internet sources directly into papers is relatively easy" ([Academic Integrity. UBC Office of the Provost and Vice-President Academic](#)).

- UBC subscribes to the [TurnItIn service](#) which is a software program that "scans (a) paper and reports on originality (on a scale from 1 to 5).... (It will detect copying even if a student replaces up to 50% of the words in a paragraph) ([TurnItIn at UBC](#))."
  - You are not required to use TurnItIn with your students but it can be a helpful tool.
  - The Turnitin Website offers a variety of free training tools and resources on its [Help Centre Page](#) and its [Instructor Training Page](#).
- The Chapman Learning Commons has an interactive tutorial for students to help them [Avoid Plagiarism](#).

## Learner Support

The Library also offers general support and services for students:

- Librarians provide [reference assistance](#) to you and your students in person, by phone, via email or online chat.
- The Library offers a variety of workshops for students on topics such as library research skills, bibliographic management software (Refworks, Zotero, Mendeley), and more. You can find a listing of all our workshops at [events.library.ubc.ca](#)
- The Library offers a range of learning support for students:
  - [Chapman Learning Commons](#) provides [writing support](#), [tutoring](#), and [peer academic coaching](#) services for undergraduate students. Students can receive subject-specific coaching in the areas they need most, technology help, academic advising and more.
  - [The Canaccord Learning Commons](#) provides support for all Sauder students – including MBAs, MM ECM, and all other degree programs – with learning support services and opportunities to hone the skills that will make them successful at Sauder and in the work world.
  - [The Koerner Library Research Commons](#) provides graduate student support with thesis formatting, citation management services and interdisciplinary research discussions (FIREtalks). These services are provided by graduate students, for graduate students.

source: [http://wiki.ubc.ca/Library:Help\\_for\\_Faculty](http://wiki.ubc.ca/Library:Help_for_Faculty)

Teaching and Learning: <http://about.library.ubc.ca/teaching/>

## Teaching and Learning

The Library supports the development of life-long information literacy skills in an increasingly information-intensive world.

Information literacy skills are essential for critical and reflective thinking. These core skills enable informed choices about utilizing appropriate resources, help synthesize and analyze existing information and aid in identifying gaps where new research or innovation can occur.

UBC Library provides our users with instruction that not only addresses how to access and use information resources, but also how to critically reflect on the information retrieved. Developing information literacy skills is a key component to all of our instruction.

Librarians work with faculty members to develop a curriculum that meets the subject specific needs of the students and addresses key information literacy [standards](#). Courses are delivered in-person, as part of virtual workshops and research assistance, through online guides and tutorials geared to specific course work, and through co-development of research assignments with faculty.

"The Library has accommodated doctoral requests for special tutoring both in our usual classroom as well as within the Library itself. The librarians have offered help aimed at each student in my program. The service level and commitment to our learning has been exceptional in every way." – Graduate student, Faculty of Education

About Us – Teaching and Learning – Teaching and Learning Enhancement Funding (TLEF): <http://about.library.ubc.ca/teaching/funding/>

## Teaching and Learning Enhancement Funding (TLEF)

UBC's Teaching and Learning Enhancement Fund (TLEF) supports and encourages innovation in teaching and the learning environment.

A variety of UBC faculty and departmental partners, including the Library, apply for and receive TLEF funding on a yearly basis. The Library's successful TLEF-funded projects over the past several years are listed below. For a full listing, including departments and faculties across the university, visit the [UBC TLEF website](#).

2017/18	2016/17	2015/16	2014/15	2013/14	2012/13	2010/2011
---------	---------	---------	---------	---------	---------	-----------

### 2017/18

#### Small TLEF Projects (new)

##### **Augmented Reality for Library Literacy**

*Library contact:* Wendy Traas, Education Library

*Partnering Units:* UBC Library's Chapman Learning Commons and School of Library, Archival and Information Studies (iSchool)

*Projected Number of Students Impacted:* 1500

The project will involve iSchool graduate students and Library staff working together to develop site specific, self-guided library tours to enhance student learning about the library while using augmented reality.

##### **ion of Writing Support Resources: On-Call Workshops and Self-Directed Learning**

*Library contact:* Meghan Aube, Irving K. Barber Learning Centre

*Partnering Units:* UBC Library's Irving K. Barber Learning Centre and the Centre for Writing and Scholarly Communication (CWSC)

*Projected Number of Students Impacted:* 1500

This project will provide resources to support student writing, with an emphasis on upper-level undergraduates and graduate students. We will produce customizable workshops and train peer facilitators to deliver them. We will also develop accompanying self-directed learning resources, such as resource sheets, annotated sample texts, and exercises that students can individually access online or be used in a peer-facilitated environment.

### Your Professional Digital Identity: Case Studies from the Digital Tattoo Project

Library contact: Julie Mitchell, Irving K. Barber Learning Centre

Partnering Units: UBC Library, UBC's Centre for Teaching, Learning and Technology (CTLT), the University of Toronto's iSchool.

Projected Number of Students Impacted: 600

Our goal is to provide resources to support students making informed decisions about their digital identities and data ownership. Over two years, this pilot will be leveraged to develop a collection of open case studies to support graduates in Education, Law and Health Sciences. This year, we will build on our existing relationship with the Teacher Education Program to develop and pilot while identifying collaborators in the disciplines of Law and Health Sciences for an expanded project in year two.

source: [http://wiki.ubc.ca/Library:About\\_UBC\\_Library:TLEF](http://wiki.ubc.ca/Library:About_UBC_Library:TLEF)

## UBC – Teaching and Learning Enhancement Fund (TELF) – Funded Proposals 2017/2018, s.v. “LIBR”: <http://tlef.ubc.ca/previously-funded-proposals/2017-2018/>

LIBR	Augmented Reality for Library Literacy	New	Wendy Traas	1500	\$18,006	Augmented reality (AR) has been identified as a key emerging educational technology, with an estimated 2-3 year time-to-adoption for academic institutions. AR refers to “any technology that <a href="#">Read More</a> ▾
LIBR	Creation of Writing Support Resources: On-Call Workshops and Self-Directed Learning	New	Meghan Aube	1500	\$30,000	This project will provide resources to support student writing, with an emphasis on upper-level undergraduates and graduate students. We will produce customizable workshops and train peer <a href="#">Read More</a> ▾
LIBR	Your Professional Digital Identity: Case Studies from the Digital Tattoo Project	New	Julie Mitchell	600	\$11,478	The Digital Tattoo project is a collaboration between students and the UBC Library, UBC's Centre for Teaching, Learning and Technology, the University of Toronto's iSchool. Our goal is to <a href="#">Read More</a> ▾

### About Us – Teaching and Learning – Flexible Learning:

<http://about.library.ubc.ca/teaching/flexible-learning/>

UBC designated flexible learning as a priority for 2013. As defined by the Provost and Vice President Academic, “Flexible learning is about enabling pedagogical and logistical flexibility in higher education, often facilitated by technology”.

UBC Library's [senior management team](#) identified the digital classroom as one of its top priorities for the 2013/14 fiscal year with a particular focus on:



- The provision of UBC digital content through the work of the [Digital Initiatives unit](#) and [cIRcle](#), UBC's institutional repository;
- Distance research support through learning tools, tutorials, guides, personal instruction, and virtual reference services (such as AskAway); and,
- Library services and content streamed into the Learning Management System (LMS).

In many ways, academic libraries have been leaders in the development of flexible learning as the growth of digital content has reoriented many processes within libraries. As a leader in digital content creation and access, the Library is also able to support the development of flexible learning and to progress the digital classroom priority through new innovation.

## About Us – Teaching and Learning – Flexible Learning – Goals:

<http://about.library.ubc.ca/teaching/flexible-learning/goals/>

Led by the [Teaching and Learning librarian](#), UBC Library has developed the following goals to support the university's flexible learning initiative:

- Enhance student educational outcomes by providing research support and services that include a variety of delivery modes, instructional approaches and content as identified by our learners.
- Provide faculty support in the development of flexible learning environments that includes access to diverse and unique library collections.
- Expand the digital classroom through the development and implementation of technologies that support access to information and learning anytime, anywhere.

As a campus collaborator, the Library is working with various partners on flexible learning initiatives and includes a variety of faculties and units such as UBC's [Information Technology department](#) and the [Centre for Teaching, Learning and Technology](#) (CTLT).

## Faculty Information Literacy Toolkit – Resources:

<http://about.library.ubc.ca/teaching/faculty-resources/faculty-information-literacy-toolkit/>

# Faculty Information Literacy Toolkit

Introduction	Scoping	Finding	Evaluating	Reading	Using	Assignment Design	Resources	References
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Faculty interested in providing students with guidance on finding, accessing and incorporating research into their course assignments can find support from their [Subject Librarian](#).

[Subject Librarians](#) collaborate on developing assignments, workshops, and web guides that meet the needs of the course and build information skills needed for students to become successful not only in the coursework, but in their daily lives.

Feedback:

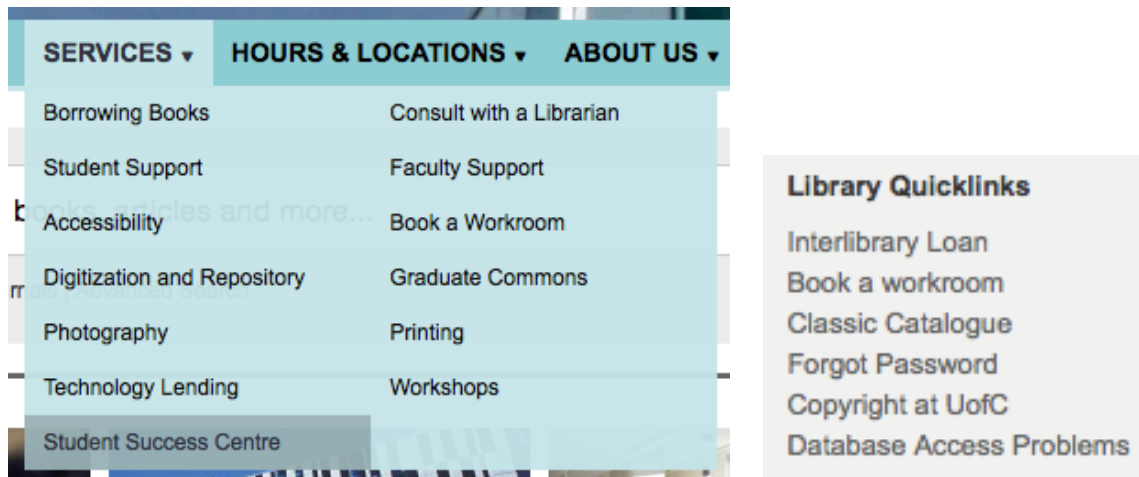
Teaching and Learning	“The Library has accommodated doctoral requests for special tutoring both in our usual classroom as well as within the Library itself. The librarians have offered help aimed at each student in my program. The service level and commitment to our learning has been exceptional in every way.” – Graduate student, Faculty of Education
Faculty Resources	“Your [library resources] presentation was fantastic and very valuable for the students. I am certain your lecture and resources will be very helpful for the students this term.” (Instructor, Sauder School of Business, UBC-V)
Instructional Workshops	“I definitely think that every first year student needs to have at least one of these classes because it really did help. I didn’t even know what scholarly articles were before that. I didn’t even know that we had this humungous database online either. It is very, very useful. Still is.” (First year student, UBC-V)

(<http://about.library.ubc.ca/teaching/>) (<http://about.library.ubc.ca/teaching/faculty-resources/>)  
(<http://about.library.ubc.ca/teaching/instructional-workshops/>)

### 19.1..B University of Calgary Library (LCR)

Homepage: <http://library.ucalgary.ca>

Screenshots homepage:



Faculty Support & Information Literacy:

Who?	Librarians, Subject Librarians
What?	Your subject librarians are available for research assistance Librarians can provide expertise on: <ul style="list-style-type: none"><li>▪ Tools to support a class assignment</li><li>▪ Search strategies for students</li><li>▪ Assignment design to make the most of the library's resources</li></ul>
When?	
Where?	Instruction sessions can be scheduled in your regular classroom, or booked in the Information Commons classrooms where students have access to our computer workstations.
Why?	To support a class assignment... to make the most of the library's resources
How?	To set up a session, contact your subject librarian. If you do not know which librarian to contact, use the Book a Librarian form.

(<http://www.library.ucalgary.ca/services/student>)

(<http://www.library.ucalgary.ca/services/faculty>)

Outreach:

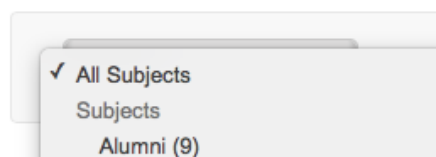
Different user groups	Students, Faculty, (Continuing Ed Students and Distance Students)
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(<http://www.library.ucalgary.ca/services/student>)

(...) "Continuing Ed Students" and "Distance Students" at sub-category "Student Support", "Alumni" at "subject guides"

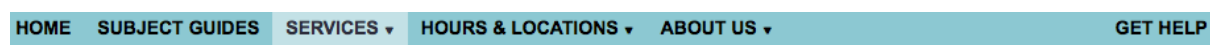
## Subject Guides

Find all resources related to a particular subject.



(<http://libguides.ucalgary.ca/az.php>)

Student Support: <http://www.library.ucalgary.ca/services/student>



[Services](#)

### Student Support

#### Hardware & Software

As a student attending the University of Calgary, you have access to the books, journals and online resources of a major research institution. [Your subject librarians](#) are available for [research assistance](#) as well.

#### Peer Roamers

Your University of Calgary [ONEcard](#) is your library card, and gives students the following privileges:

- Borrowing books with a loan period of two weeks for undergraduate students and a term loan for graduate students
- Interlibrary loan
- Off-campus access to Library Research Databases

### Continuing Ed Students

You can borrow books for a two-week loan period (for books with a Definite Loan Period) by using a [UniCard](#).

You qualify for online access to library resources **if you are enrolled in a course of 10 hours or longer**. This applies to both classroom and online courses. Your online library access is available to you for the duration of the semester in which your Continuing Education course runs.

When prompted for a login to access library resources, please use your 8-digit UCID and [MyContEd](#) password.

If you can't remember your UCID and/or password, please try the [Forgot UCID](#) and [Forgot Password](#) utilities.

You can also call Continuing Education for help (403-220-2866 or 1-866-220-4992) during regular office hours (Mon - Fri, 8:30 am - 4 pm).

For after-hours help with online library access, please connect with the [UCIT Support Centre](#).

### Distance Students

Students enrolled in distance education may use the [Document Delivery Request Form](#) to request books or journal articles. Items will be sent to you at no cost. Books include a postage paid label to return material to us. Ensure that you return materials by the posted due date. Journal articles are yours to keep. Please view our library connection [policies](#).

For distance education students in the [University of Calgary at Red Deer College](#) and [Campus Alberta Applied Psychology](#) programs, we've compiled information just for you.

Before making a request, check if the full text of the article is online. The [Citation Linker](#) can take you directly to the full text of an article if it's available from one of our resources.



## Placing Holds

Like any other student, distance education students can place a hold on library books.

- Go to the [Library Catalogue](#).
- Click the blue hold button when you find a book you want.
- Enter your User ID—the first nine digits on the barcode of your University ID Card/UNICARD.
- Enter your PIN—normally your student ID number excluding any leading zeroes.
- Select the Taylor Family Digital Library as your pickup location for Document Delivery. If you are planning to come to campus to pick up your books, choose the library branch that best suits your needs.

When you receive an email saying that your hold is available, reply and ask for the book to be delivered.

Faculty Support: <http://www.library.ucalgary.ca/services/faculty>

## Faculty Support

Book a Film/Video	Librarians can provide expertise on:
Copyright	<ul style="list-style-type: none"><li>▪ Tools to support a class assignment</li><li>▪ Search strategies for students</li><li>▪ Assignment design to make the most of the library's resources</li></ul>
Creating Persistent URLs	
Open Access	Instruction sessions can be scheduled in your regular classroom, or booked in the Information Commons classrooms where students have access to our computer workstations.
Reserves	

To set up a session, contact your [subject librarian](#). If you do not know which librarian to contact, use the [Book a Librarian](#) form. We will ensure you meet with the librarian who can best meet your instruction needs.

Our Library Instruction Program is founded on the Association of College & Research Libraries [Information Literacy Standards for Higher Education](#).

LibGuide “Embedding” (CLA Poster Presentation, 2010 Conference in Edmonton, Alberta): <http://libguides.ucalgary.ca/c.php?g=255229&p=1702952>

-> Tabs: Background, Formal & Informal, Further Reading

Background
<h3>Methodology &amp; Framework</h3> <p>Through a literature review and a survey of our personal experiences, we present some best practices that embedded librarians can use to support professional graduate programs. Examples build on the literature for undergraduate programs, information literacy, and on-line embedding.</p>

## Outcomes for Implementing Formal & Informal

Collaboration opportunities for instruction and research  
Increased role in program administration  
Perception by administration and faculty of library's worth to the organization  
Improved collection development  
Closer relationships with faculty, staff, students, alumni, and practitioners  
Stakeholder opinions are easier to access leading to improved user-centred services  
Increased referrals  
Funding support for positions and services through partnerships

## Conclusions

Formal and informal methods reinforce one another

Librarians are part of the professional program they support

Branch model provides more opportunities for embedding through informal methods

Successful embedded librarians are user-focused, integrated, and service oriented. These individuals are outgoing and confident. They use methods to build on relationships established by their predecessors and library colleagues.

### Informal

#### Hallway Chats

Reference questions are asked in a multitude of locations: outside offices, in the back of classrooms, in line for coffee or food, while shopping in the grocery store, or out for a walk at lunchtime. These conversations can lead to opportunities for instruction.

#### Bridge between Students & Program

Librarians are often seen as supportive and non-threatening. Students sometimes feel less reluctance to express frustrations and opinions about administrative issues to librarians, and when appropriate, these can be relayed to administration. Library staff also provide the administration of the program a venue to communicate casually with students.

#### Having Coffee & Attending Social Events

Taking part in any normal social event is very important to building relationships. Successfully embedded librarians discuss the importance of taking their colleagues for coffee or lunch, or even heading out for dinner and drinks with the students and other professors during celebrations. Food is particularly important when building relationships with professional students, graduate students, and fellow faculty members.

#### Meeting in Their Space

A great way of building trust and learning about our users is to visit them in their spaces by dropping into faculties' offices, student's desks, and gathering places such as lounges and lunch areas. Medical librarians provide research assistance in the classroom or on hospital rounds. These opportunities often lead to providing instruction at the point of need, and promote instruction, referrals, collaborative projects, and general relationship building.

### **Connection to Other Programs & Projects**

Embedded librarians in professional programs often act as a hub of information about the institution they work in. Like a communications officer, they often know of programs, centres, and initiatives around the institution, and need to keep their colleagues informed. Librarians are often involved with interdisciplinary programs and research projects. We also assist with specialized job applications and career information for the particular profession, and often work closely with the career centre to help students find employment. This is an example of collaboration with colleagues in other programs as well as a variety of projects.

### **Word-of-Mouth Referrals**

Students speak to their colleagues and refer each other to us because we provide good services with a helpful attitude. Helpful service leads to faculty recommending research assistants and students to approach us for on-going assistance.

#### **Formal**

#### **Newsletter Contributions & E-Updates**

Newsletter contributions includes library branch publications and faculty publications. Updates can come in the form of paper, e-mails, blogs, new book lists, and wikis. The main purpose of these communication methods is to promote library services.

### **Orientations & Ceremonies**

We are responsible for providing orientations and library/building tours to new students to promote the library and our services. We are also invited to attend thesis defences and graduation ceremonies as part of the program. These opportunities enable us to be involved at the start and end of the program.

### **Curriculum, Committees, Recruiting**

Branch librarians may be asked to participate in subject-specific faculty committees and play a part in recruiting new students to the program. We can also play a part in reviewing and revising curriculum for a particular class or the program as a whole and co-ordinate with administrative staff to make things run smoother. This is an example of collaboration with those administering the program.

### **Focused Classroom & Online Instruction**

Classroom activities may include tutorials in a class, targeted workshops with voluntarily sign-up, and one-time sessions in a particular professional course where we provide specialized instruction geared toward the specific course content and assignments. Online instruction includes web pages, specific web guides for a course, integrating in course management systems (e.g., Blackboard), virtual/instant messaging/e-mail reference, and providing technological support. These are examples of instruction and opportunities to collaborate with colleagues.

**Attend Speakers & Conferences with Area Colleagues**

Attending speaker events, workshops, and conferences related to our users' subject areas helps us learn our assigned subject specialty and provide better service. We may attend classes to learn what students are doing and assist with their focused research projects.

**Literature Reviews & Project Assistance**

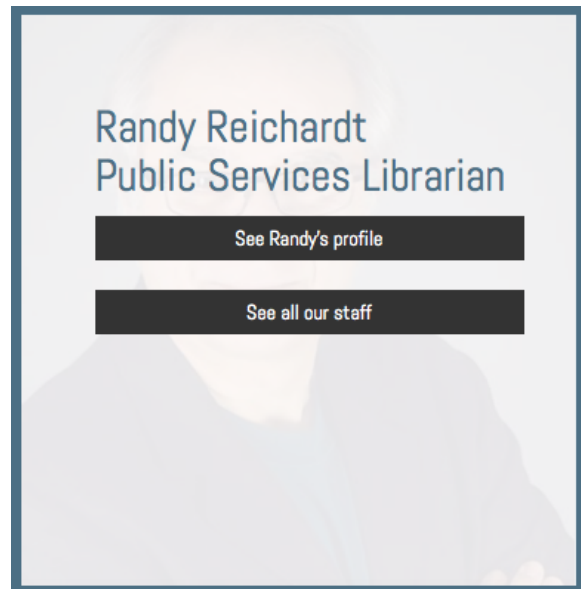
We can be involved with grant proposals, surveying literature for the beginning of a project, assisting students finalize their thesis to ensure they haven't missed anything, collaborating as part of a research team, or assisting research assistants on a project. Extensive literature reviews are commonly undertaken by health librarians. This is an opportunity to collaborate with faculty.

**19.1..C University of Alberta Library (U of A Libraries)**

Homepage: <https://www.library.ualberta.ca>

Screenshots homepage:

## News, Events, People & Initiatives







Subject Librarians



Tutorials



Workshops

**D**

- Database
- Distance Student Services
- Data Help

**E**

- Submit your electronic theses
- Education and Research Archive (ERA)
- Equipment Lending
- E-Resources (Access To)

**P**

- Personal Librarian
- Persons with Disabilities, Services for
- my PIN / my account
- PIN numbers

**R**

- Reading List / Reserve Services
- Recommend a Purchase
- Reference
- Research Data Management

**F**

- Fines Appeal

**G**

- Get It! Citation Linker

**H**

- Hours and Locations

**I**

- Instruction
- Interlibrary Loan

**S**

- Study and Work Space
- Subject Librarians

**T**


- 3D Printing
- Tutorials

**W**

- Workshops


- E-Resources (Access To)
- Research Data Management
- Reworks
- Reserves

## Subject Guides




Agricultural, Life & Environmental Sciences

guides databases




Arts: Humanities & Social Sciences

guides databases




Augustana Campus Library

home guides




Business

guides databases



Education

guides databases









Engineering

guides databases


### Browse by Type

- UAL Library Guides
- Citation Guides
- Data
- Dissertations/Theses
- E-Books
- Geospatial Data & Maps
- Government Info

82

 <b>Health Sciences</b> <a href="#">guides</a> <a href="#">databases</a>	 <b>Interdisciplinary Studies</b> <a href="#">guides</a> <a href="#">databases</a>	 <b>Law</b> <a href="#">guides</a> <a href="#">databases</a>	<a href="#">Newspapers</a> <a href="#">Patents &amp; Trademarks</a> <a href="#">Mobile Resources</a> <a href="#">Primary Sources</a> <a href="#">Rawlinson Medical History Collection</a> <a href="#">Research and Writing</a> <a href="#">Standards</a> <a href="#">Technology Guide</a>
 <b>Native Studies</b> <a href="#">guides</a> <a href="#">databases</a>	 <b>Physical Education &amp; Recreation</b> <a href="#">guides</a> <a href="#">databases</a>	 <b>Science</b> <a href="#">guides</a> <a href="#">databases</a>	

## Research Support



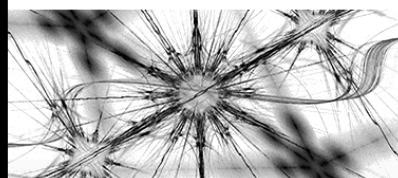
**ERA**  
education & research archive


*Keep it. Share it. Use it.*  
The University of Alberta's Digital Repository and Asset Management Services.

[ERA →](#)

**Open Access**

Shouldn't the way we share research be as advanced as the Internet?

[Open Access →](#)




**Research Data Management**

Tools, plans and help to preserve and prepare your data.


[Research Data Management →](#)



**Publishing Support**

We provide publishing advice and support.

[Publishing Support →](#)




**Measure your Impact**

Find out how your research is used around the world.

[Measure your Impact →](#)



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Subject Librarians by Faculty or School -> individual contact information:

<https://www.library.ualberta.ca/about-us/staff/subject-librarians>

**Notice: This page will be changing to serve you better! [Read more.](#)**

## Faculty Support & Information Literacy:

Who?	Librarians, Subject Librarians Personal Librarians Program for first-year Aboriginal and international students
What?	The Libraries' teaching program consists of three elements: program/course integrated instruction; general workshops; and a suite of online instructional resources...
When?	Integrated, general
Where?	Program/Course integrated instruction, Online (Moodle etc.)
Why?	To help our community of users find, access, use, evaluate, and cite resources in our print and electronic collections
How?	<p>Instructors are invited to contact their subject librarian to discuss library instruction options for their courses.</p> <p>Subject librarians welcome opportunities to work with instructors on projects such as:</p> <ul style="list-style-type: none"> <li>• individualized or classroom instruction in information retrieval and research skills</li> <li>• designing effective library assignments</li> <li>• identifying and providing instruction on how to access, use, and evaluate relevant print and electronic collections [e.g. newspapers, case studies]</li> <li>• identifying relevant open educational resources to support course content</li> <li>• integrating print and digital resources into blended or online learning environments, including: <ul style="list-style-type: none"> <li>○ persistent links to online library resources on your reading list</li> <li>○ library resources block in eClass [ Instructor adds block OR Librarian adds block]</li> <li>○ course-specific library guides [e.g.EDU 100/300]</li> <li>○ online library tutorials</li> </ul> </li> </ul>

(<https://www.library.ualberta.ca/services/instruction>)

## Outreach:

Different user groups	Alumni, Distance Students, Persons with Disabilities, First year Aboriginal and international students
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(<https://alumni.library.ualberta.ca>) (<https://www.library.ualberta.ca/services/distance-students>) (<https://www.library.ualberta.ca/services/disability-services>) (<https://www.library.ualberta.ca/services/personal-librarian>)



Personal Librarian: <https://www.library.ualberta.ca/services/personal-librarian>



Instruction: <https://www.library.ualberta.ca/services/instruction>

## TEACHING AND INSTRUCTION

In 2014/2015 University of Alberta Libraries staff taught 600 sessions to over 19,000 users on a wide range of topics.

The Libraries' teaching program consists of three elements: program/course integrated instruction; general workshops; and a suite of online instructional resources designed to help our community of users find, access, use, evaluate, and cite resources in our print and electronic collections.

### For Faculty

Instructors are invited to contact their subject librarian to discuss library instruction options for their courses. Subject librarians welcome opportunities to work with instructors on projects such as:

- individualized or classroom instruction in information retrieval and research skills
- designing effective library assignments
- identifying and providing instruction on how to access, use, and evaluate relevant print and electronic collections [e.g. **newspapers, case studies**]
- identifying relevant open educational resources to support course content
- integrating print and digital resources into blended or online learning environments, including:
  - **persistent links to online library resources on your reading list**
  - library resources block in eClass  
[ **Instructor adds block** OR **Librarian adds block** ]
  - course-specific library guides [e.g. **EDU 100/300**]
  - **online library tutorials**

Contact your **subject librarian** to request an instruction session. To bring your class to the Bruce Peel Special Collections & Archives, **book it online**.

### For Students

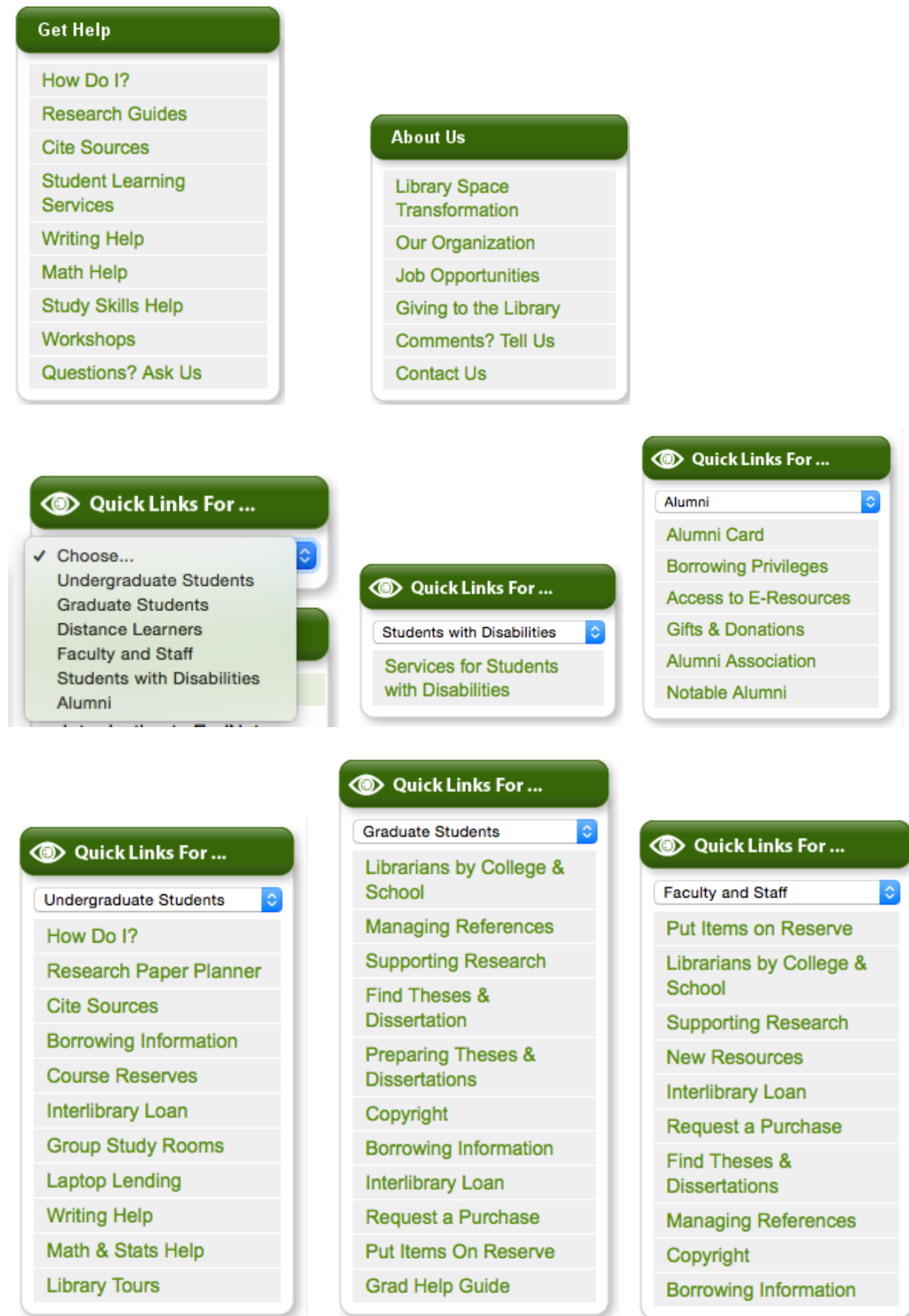
We encourage students to check out the wide range of resources available to help them navigate the library's print and digital collections.

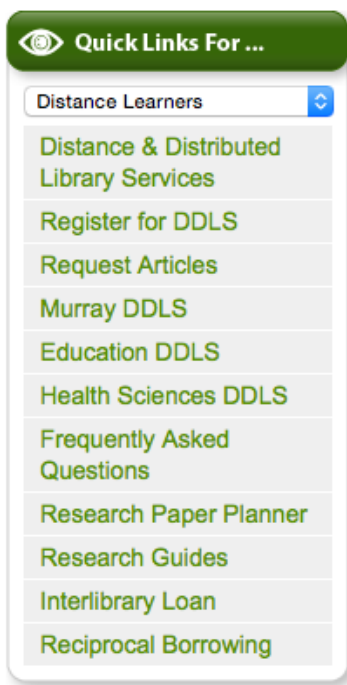
- **free library workshops**
- **online tutorials** on a wide range of topics, including where to find information, how to search for it, and how to critically evaluate and cite it
- **library guides** are great pointers to where to start searching for information if you have a subject in mind - everything from anthropology to paleontology!

And, if you are not finding what you need, please **Ask Us** for help

19.1..D University of Saskatchewan Library (U of S Library)

Homepage: <http://library.usask.ca>





#### Faculty Support & Information Literacy:

Who?	Subject / Liaison Librarians
What?	<p>Providing information resources and research tools, facilitating scholarly communication, and linking with the University's Signature Research areas.</p> <p>Research Consultations, Drop-in Sessions, In-Class Seminars and Course Page support</p> <p>Course instructors can request a librarian to teach one or more course-specific, subject-based library instruction sessions during class time. Contact the subject-specific librarian for your college or school, or fill in our online request form.</p>
When?	General, during class time
Where?	In a variety of settings, drop-in, in-class, online (Course Page support)
Why?	<p>To learn how to use online resources and to find information about the library</p> <p>For individual research help and instruction</p>
How?	<p>College &amp; school librarians have a diverse range of skills and expertise. Contact your librarian to be referred to an expert in the research tool or topic of interest.</p> <ul style="list-style-type: none"> <li>• teach library research skills in a variety of settings</li> <li>• provide research assistance ("reference")</li> <li>• collaborate and partner on specific research projects and/or grant applications with faculty and graduate students</li> </ul> <p>Course Materials: develop course-specific content that pulls together</p>

	<p>library research-related resources that can be linked to instructors' course pages</p> <p>Research Consultations: discuss pertinent resources, research strategies, and tools for both your courses and your own program of research.</p> <p>Customized Library Tours: Instructors may request customized tours for classes. To request a customized class tour, fill in our online request form, phone 306-966-5988, or email <a href="mailto:tours@library.usask.ca">tours@library.usask.ca</a>. For more information, visit the Tour the University Library guide.</p>
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(<http://library.usask.ca/research.php>) (<http://library.usask.ca/murray/instruction.php>)

Outreach:

Different user groups	Undergraduate Students, Graduate Students, Distance Learners, Faculty & Staff, Students with Disabilities, Alumni
-----------------------	---

Distance & Distributed Library Services (DDSL) - Research Assistance Workshops:  
<http://library.usask.ca/murray/offcampus/instruction.php>

### Research Assistance Workshops - Distance & Distributed Library Services

University of Saskatchewan Subject Librarians can provide a variety of library research assistance, including instructional sessions, for your students. These can range from basic library orientations to more in-depth research skills tutorials.

Depending on course content, student needs, and librarian availability, site visits may not be possible but the library is currently investigating other modes of delivering instruction via online tools. Please contact the [college or school librarian](#) for your course to discuss your options.

Graduate Students & Faculty and Staff – Supporting Research:  
<http://library.usask.ca/research.php>

### Supporting Research

The University Library collaborates with researchers through our Liaison Librarian Program, by providing information resources and research tools, facilitating scholarly communication, and linking with the University's Signature Research areas.

## How We Can Help...

[College & School Librarians](#) (Liaison Librarians) are the university community's link to the collections and services of the library. They...

- ▶ select library materials in their assigned subject areas
- ▶ teach library research skills in a variety of settings
- ▶ provide research assistance ("reference")
- ▶ collaborate and partner on specific research projects and/or grant applications with faculty and graduate students

College & school librarians have a diverse range of skills and expertise. Contact your librarian to be referred to an expert in the research tool or topic of interest.

[See the Research Guides](#) for suggested resources in your discipline

[Recommend a purchase](#) for the library collections

## Scholarly Communications

### Open Access:

Open Access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions.

[FAQs - Tri-Agency Open Access Policy on Publications - from UofS University Library](#) (PDF)

[Flowchart to Comply - Tri-Agency Open Access Policy on Publications - from UofS University Library](#) (PDF)

[Open Access Research Guide](#): a compendium of information and resources about open access.

[Open Access @ the UofS Library Blog](#): a blog intended to raise awareness and encourage discussion at the UofS about open access and related scholarly publishing topics.

[Assistance with Open Access Article Processing Charges \(APCs\) of some journals](#):

- ▶ **Publications Fund from Research Services**: Up to \$1000, and possibly \$1500 (when funding is available). See [this page](#) for more details.
- ▶ **NRC Research Press (Canadian Science Publishing)**: U of S authors publishing in NRC journals are eligible for a **reduced fee of \$1500** per article for the OpenArticle option. Authors must state that they are affiliated with a "CRKN institution." CRKN is the national consortium through which the University Library subscribes to these journals.
- ▶ **BioMed Central**: The University Library pays a membership to BioMed Central; U of S authors receive a **15% discount** on APCs. The discount is set up via IP recognition, so when you submit an article from a desktop computer on campus the discount gets deducted automatically. If you submit the article from home or any other IP address (often includes laptops on campus), then you would need to state manually (via a dropdown box) that you are affiliated with the U of S. BioMed Central staff would then proof the identity and affiliation and deduct the discount afterwards.
- ▶ **SAGE Choice Open Access Model**: U of S authors publishing in SAGE journals are eligible for a **40% discount** per article on Open Access charges. Authors must state that they are affiliated with a "CRKN institution that licenses Premier All-Access" and request the discount. CRKN is the national consortium through which the University Library subscribes to this journal package.

### Copyright:

[Copyright Research Guide](#): copyright at the University of Saskatchewan explained.



## Selected Tools For...

### Research Metrics:

Research metrics measure the impact of scholarly works. Various metrics have been developed to track the impact of individual articles, authors, and journals.

The [Research Metrics guide](#) will introduce you to many of these measures and how to apply them to your work.

### Finding Publishing Information:

[Ulrichs](#): an authoritative source of information on more than 300,000 serials of all types from around the world

[Books in Print](#): an authoritative source offering complete bibliographic information on more than 16 million titles in print available

### Reference Management:

Reference/citation management software allows you to gather, manage, store and share citations, as well as generate bibliographies. Below are several of the most popular options:

[RefWorks](#) is an entirely online tool subscribed to by the library (free to you). See the [RefWorks Research Guide](#) for tutorials and other help resources.

[EndNote](#) is software you can purchase at the Campus Computer Store for an academic discount. There is also a more streamlined free online version: [EndNote Basic](#). See the [EndNote Research Guide](#) for EndNote and Endnote Basic help.

[Mendeley](#) is becoming a very popular reference manager and networking tool. Drag and drop pdfs into your account, highlight and annotate the articles, and share and collaborate with colleagues. Download the desktop software for full functionality, and use the online extension for the social tools. The basic version is free. See the [Mendeley Research Guide](#) for tutorials and other resources.

[Zotero](#) is a free open-source reference manager that integrates with your web browser, generates in-text citations, footnotes, and bibliographies and integrates with word processors Microsoft Word, LibreOffice, OpenOffice.org Write, and NeoOffice. See the [Zotero Research Guide](#) for tutorials and other resources.

## Support for Signature Research Areas

The University Library supports [six signature research areas](#) as identified by the [Office of the Vice President Research](#)

### Guides to Resources:

[Agriculture: Food and Bioproducts for a Sustainable Future](#)

[Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment](#) (*guide currently unavailable*)

[One Health: Solutions at the Animal-Human-Environment Interface](#)

[Synchrotron Sciences: Innovation in Health, Environment, and Advanced Technologies](#)

[Water Security: Stewardship of the World's Freshwater Resources](#) (*guide currently unavailable*)

### Documents of Support (Library Assessments):

[Aboriginal Peoples: Engagement and Scholarship](#)

[Agriculture: Food and Bioproducts for a Sustainable Future](#)

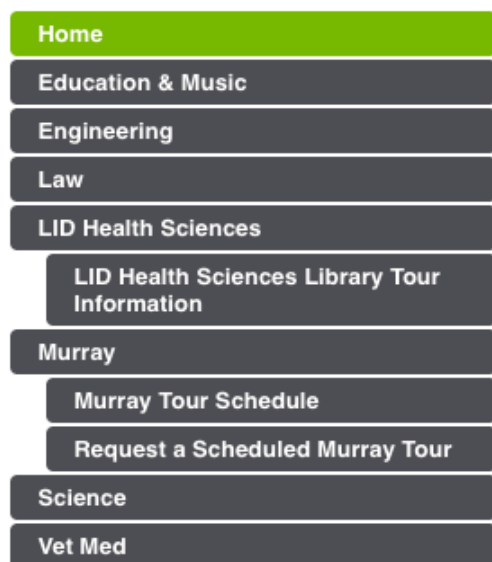
[One Health: Solutions at the Animal-Human-Environment Interface](#)

[Water Security: Stewardship of the World's Freshwater Resources](#)

## Librarian Research

Librarians are faculty at the U of S and maintain active research programs. Discover the research interests of individual librarians, and view their articles and presentations, in the [eCommons](#). Consider collaborating with a librarian!

Tour the University Library: <http://libguides.usask.ca/tours>



### Library Tours

**The University Library offers website instruction and library tours throughout the year. All tours are free!**

The University Library has seven branch libraries.

Click on each library's tab to find out about tours, maps, and contact information.

Not sure who to contact? Send us an email at [tours@library.usask.ca](mailto:tours@library.usask.ca) and we'll make sure it goes to the right person and place!

If you would like to book a tour of the Education Library, contact us at [uaskeduc@library.usask.ca](mailto:uaskeduc@library.usask.ca) or 306-966-6044.

Contact a **Liaison Librarian** to learn about pertinent resources, research strategies and online tools in your subject area.

## Education & Music

### Contact Information for Tours and Library Instruction

If you would like to book a tour of the Engineering Library, contact us

- By email: [uaskengi@library.usask.ca](mailto:uaskengi@library.usask.ca)
- By phone: 306-966-5976

Contact a **Liaison Librarian** to learn about pertinent resources, research strategies and online tools in your subject area. Liaison Librarians provide Research Consultations, Drop-in Sessions, In-Class Seminars and Course Page support.

## Engineering

#### Contact Information for the Law Library

If you would like to speak to a member of the Law library staff, please contact us:

[uasklaw@library.usask.ca](mailto:uasklaw@library.usask.ca)

306-966-1445

Law

#### Contact Information for Tour and Library Instruction

If you would like to book a tour of the Leslie and Irene Dubé Health Sciences Library, contact us

- By email: [uaskhsl@library.usask.ca](mailto:uaskhsl@library.usask.ca)
- By phone: 306-966-5991

Contact a **Liaison Librarian** to learn about pertinent resources, research strategies and online tools in your subject area. Liaison Librarians provide Research Consultations, Drop-In Sessions, In-Class Seminars and Course Page support.

Health Sciences

#### Contact Information for Tours and Library Instruction

##### Book a tour of the Science Library

A 15 minute tour of the facility for individuals or groups

By email: [uasksci@library.usask.ca](mailto:uasksci@library.usask.ca)

By phone: 306-966-6047

Contact a **Librarian** from any subject to learn about pertinent resources, research strategies and online tools in your subject area. Librarians provide Research Consultations, Drop-in Sessions, In-Class Seminars and Course Page support.

Science

#### Contact Information for Tours and Library Instruction

If you would like to book a tour of the Veterinary Medicine Library, contact us

- By email: [vetlib@moondog.usask.ca](mailto:vetlib@moondog.usask.ca)
- By phone: 306-966-7205

Contact a **Liaison Librarian** to learn about pertinent resources, research strategies and online tools in your subject area. Liaison Librarians provide Research Consultations, Drop-in Sessions, In-Class Seminars and Course Page support.

Vet Med



## Contact Information for Tours

If you would like to book a tour of the Murray Library, contact us

- By email: [tours@library.usask.ca](mailto:tours@library.usask.ca)
- By phone: 306-966-5988
- By filling in [our online form](#)

Contact a **Liaison Librarian** to learn about pertinent resources, research strategies and online tools in your subject area. Liaison Librarians provide Research Consultations, Drop-in Sessions, In-Class Seminars and Course Page support.

Murray

## Murray Library Tours

Come tour the biggest library on campus. The Murray Library offers walking tours and website sessions to make sure everyone has the opportunity to learn about all of the resources and support available from the Murray Library.

Murray Library Instruction: <http://library.usask.ca/murray/instruction.php>

## Murray Library Instruction

### Faculty & Instructors

#### Library Instruction

Course instructors can request a librarian to teach one or more course-specific, subject-based library instruction sessions during class time. Contact [the subject-specific librarian for your college or school](#), or fill in our [online request form](#).

#### Course Materials

Contact [the subject-specific librarian for your college or school](#) in order to develop course-specific content that pulls together library research-related resources that can be linked to instructors' course pages.

#### Research Guides

For subject-specific resources, see our [Research Guides](#).

#### Research Consultations

Make an appointment with [the subject-specific librarian for your college or school](#) to discuss pertinent resources, research strategies, and tools for both your courses and your own program of research.

Librarians are faculty at the U of S and maintain active research programs. Please visit the [University Library's Supporting Research page](#) to learn how you can collaborate with librarians in your research.

#### Customized Library Tours

Instructors may request customized tours for classes. To request a customized class tour, fill in [our online request form](#), phone 306-966-5988, or email [tours@library.usask.ca](mailto:tours@library.usask.ca). For more information, visit the [Tour the University Library guide](#).

## Graduate Students

### Orientation Tours

To learn how to use online resources and to find information about the library, [attend one of our drop-in sessions](#), offered near the beginning of the Fall, Winter, Spring and Summer terms. Each session includes both a 30-minute walking tour of the Murray Library, and a 30-minute hands-on orientation to the Library's web site. Participants who wish to participate in only the walking tour are welcome to do so.

### Reference Help

For individual research help and instruction, visit the Research Help Desk on the 1st floor of the Murray Library or contact us via [Ask Us Chat](#). In-depth questions will be referred to [the subject-specific librarian for your college or school](#).

### Research Consultations

Make an appointment with [the subject-specific librarian for your college or school](#) to discuss pertinent resources, research strategies, and tools for your program of research.

## Undergraduate Students

### Orientation Tours

To learn how to use online resources and to find information about the library, [attend one of our drop-in sessions](#), offered near the beginning of the Fall, Winter, Spring and Summer terms. Each session includes both a 30-minute walking tour of the Murray Library, and a 30-minute orientation to the Library's web site. Participants who wish to participate in only the walking tour are welcome to do so.

### Reference Help

For individual research help and instruction, visit the Research Help Desk on the 1st floor of the [Murray Library](#) or contact us via [Ask Us Chat](#). In-depth questions may be referred to [the subject-specific librarian for your college or school](#).

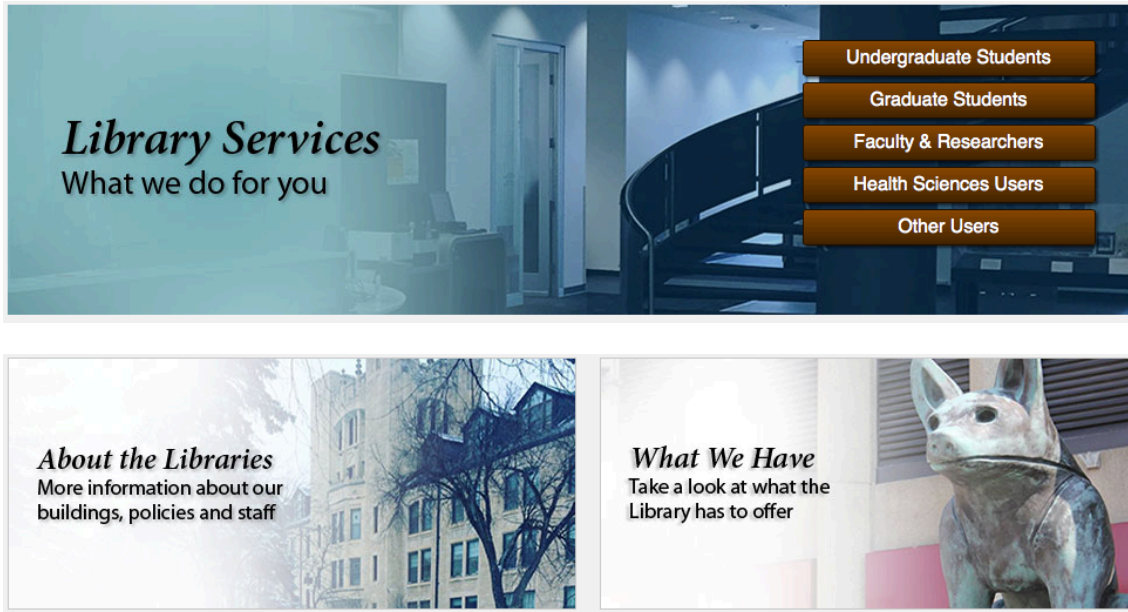
Murray Library, Request a Scheduled Murray Tour [online request form](#):  
<http://www.libsurveys.com/loader.php?id=8e6269cc888f08eba1d2408de8f35732>

Instructor Name/email address, Course name, Number of students, Preferred date, Preferred start time, What would you like your students to be able to do after the library instruction session?, Assignment due date, Please describe the research assignment(s), Other comments

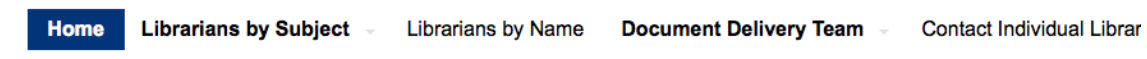
**19.1..E University of Manitoba Library (U of M Library)**

Homepage: <https://www.umanitoba.ca/libraries/>

Screenshots homepage:



Librarians & Staff: <http://libguides.lib.umanitoba.ca/staff>



## Need personalized help?

Find the contact for your subject area or need.

Subjects A-C

Subjects D-I

Subjects J-O

Subjects P-Z

Librarians Listed by Name

Want to talk to a specific library?

Each library's webpage has contact information for their desk staff.

View Individual Libraries' Webpages

Example Profile contact information:

[http://libguides.lib.umanitoba.ca/prf.php?account\\_id=55000](http://libguides.lib.umanitoba.ca/prf.php?account_id=55000) or

<http://libguides.lib.umanitoba.ca/staff/subjectsdi>

**Email Me**

**Contact:**

**Social:**  
 

**Subjects:**  
Education, History

**My Guides**

<b>Center for Research Libraries</b> ⓘ	📅 Jul 7, 2016	👁 7
<b>Education</b> ⓘ	📅 Feb 22, 2017	👁 951
<b>History</b> ⓘ	📅 Feb 21, 2017	👁 923
<b>Primary Source Collections</b> ⓘ	📅 Feb 2, 2017	👁 172

**My Subject Specialties**  
Education  
History

Schedule Appointment: <http://libguides.lib.umanitoba.ca/staff/subjectsdi>

## Make an Appointment

**Email Me**

**Schedule Appointment**

**Select Date:**

Mar	2017					
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**Select Time:**  
Thursday, March 2, 2017  

2:30pm	3:00pm	3:30pm
4:00pm	4:30pm	

Faculty Support & Information Literacy:

Who?	Liaison Librarian
What?	Your Liaison Librarian offers specific services and resources to support your teaching and research needs, and is available to answer any quesitons [questions] you may have about the Libraries.
When?	
Where?	
Why?	Support teaching and research needs
How?	To find the contact information for your librarian, go to... UM Learn and Library Resources:

	<ul style="list-style-type: none"> <li>• Link to Resources from the Libraries' collection in UM Learn for easy access to online course readings</li> <li>• You can also add your librarian to any UM Learn course for assistance with research based assignments, resources or tutorials</li> </ul>
--	---

(<http://libguides.lib.umanitoba.ca/c.php?g=528942&p=3617540>)

Outreach:

Different user groups	Undergraduate Students, Graduate Students, Faculty & Researchers, Health Sciences Users (Winnipeg Regional Health Authority, Health Sciences Faculty & Nil Appointees, Health Sciences Graduate Students, Regional Health Authorities in Manitoba, Fee For Service Physicians, Health Sciences Residents, Health Sciences Undergraduate Students, Manitoba Health, Kivalliq, Patients & Families), Other Users (Off-Campus Students, Retired U of M Faculty/Staff, U of M Alumni, Visiting Academics, International College of M Students, Citizen Users)
-----------------------	---

(<http://libguides.lib.umanitoba.ca/healthhelp/home>)

((<http://libguides.lib.umanitoba.ca/otherusers>))

Undergraduate Help: <http://libguides.lib.umanitoba.ca/undergradhelp/home>

[Libraries](#) / [LibGuides](#) / [Undergraduate Help](#) / [Home](#)

## Undergraduate Help: Home

Search this Guide

**Home**

Finding Things

What You Can Do

Using Sources

Copying & Downloading Help

Subject Specific Help

The University of Manitoba Libraries make school easier for you.

University is tough. We're here to help.

New to the Library? 10 Essential Things You Need to Know

Borrowing from the Library

Your Library Account

Need Help Finding Things?

Use Study Space

Locations & Hours

Determining "Good" Sources

Subject Specific Help

Graduate Help: <http://libguides.lib.umanitoba.ca/gradhelp/home>

## Graduate Help: Home

Search this Guide

**Home**

Theses & MSpace

Research Tips

Open Access

Copyright

Research Metrics

Library Services Help

### Thesis Writing, Classes, & Marking?

You've Got Enough to Think About. The University of Manitoba Libraries Are Here to Help.

**New to the Library? 10 Essential Things You Need to Know**

**Need to Upload Your Thesis?**

**Subject Specific Help**

**Check Out Our Services**

**Document Delivery**

**Publishing & Open Access**

**Research Tips**

**Hours & Locations**

[Library Hours](#) | [Library Locations](#) | [My Account](#)

Faculty & Researcher Help: <http://libguides.lib.umanitoba.ca/facultyhelp/home>

## Faculty & Researcher Help: Home

Search this Guide

**Home**

Open Access

Research Data Management

Copyright

Research Metrics

Research Tips

Library Services Help

### Juggling Teaching and Research?

The University of Manitoba Libraries Are Here to Help You

**New to the Library? 10 Essential Things You Need to Know**

**Course Reserves**

**Depositing Articles and Publishing Open Access**

**Manage Your Research Data**

**Check Out Our Services**

**Document Delivery**

**Personalized Help**

**Research Metrics**

[Library Hours](#) | [Library Locations](#) | [My Account](#)

Health Sciences Help: <http://libguides.lib.umanitoba.ca/healthhelp/home>

## Health Sciences Help: Home

**Winnipeg Regional Health Authority**

Health Sciences Faculty & Nil Appointees	Health Sciences Graduate Students	<u>Regional Health Authorities in Manitoba</u>	Fee for Service Physicians
Health Sciences Residents	Health Sciences Undergraduate Students	Manitoba Health	Kivalliq

**Patients & Families**

Help for Other Users: <http://libguides.lib.umanitoba.ca/otherusers>

### Help for Other Users: Home

Off-Campus Students	University of Manitoba Alumni	International College of Manitoba Students
Retired University of Manitoba Faculty/Staff	Visiting Academics	Citizen Users

10 Essentials Undergraduate:

<http://libguides.lib.umanitoba.ca/c.php?g=528942&p=3617537>



## 10 Essentials: Undergraduate

New to the library? Here are ten things you need to know.

[Home](#)

**[Undergraduate](#)**

[Graduate](#)

[Faculty](#)

### Get your UMNNetID

Use your UMNNetID to access online library resources, computer labs, UM wifi and your official UM email account. Claim yours now at [umanitoba.ca/claimid](http://umanitoba.ca/claimid).

Need help with it?  
IST Help and Solutions desk:  
204-474-8600, 123 Fletcher Argue

### Student Card

Your U of M ID card is also your library card. Use it to borrow from any UM library. To find an item, make note of which library holds the item, the location within that library, and the call number.

### Access

With your UMNNetID, the Libraries gives you online access to research material for completing your assignments and doing research.

You also have access to computer labs, citation tools, and research workshops.

For each subject, you have access to a liaison librarian

### Research Help

Click, chat, call or visit. View help videos on the website, use the "Ask Us" link to chat online, call a library, or come see us for assistance!

### Group Work Spaces

Group study rooms are available to students in some libraries. Reserve spaces online, or visit any library service desk for more information.

### Find

### Borrow

chat online, call a library, or come see us for assistance!

### Subject Librarians

Every subject has a librarian who works with your professors to make sure that you know where and how to access the research material for your courses.

### Subject Guides

Browse the Subject Guides on the Libraries homepage. Each guide holds specialized information for doing research in that subject area. You'll also find contact information for the subject librarian who can give you help on doing research in that field.

### Find

Find books and articles using the search box at [umanitoba.ca/libraries](http://umanitoba.ca/libraries). Many items will be available online. Sign in and use the "Get it @ UML" button for access.

### Borrow

Find information on the Libraries website about borrowing books from our many locations in the city.

Most materials can be borrowed for the entire term, and can be returned to any UM library location.

For each subject, you have access to a liaison librarian who can assist you with your research, references and data.

### Hours

Find library hours on the Libraries website, or call 204-474-9770.

10 Essentials Graduate:

<http://libguides.lib.umanitoba.ca/c.php?g=528942&p=3617539>



# 10 Essentials: Graduate

New to the library? Here are ten things you need to know.

Home

Undergraduate

**Graduate**

Faculty

## Get your UMNNetID

With this, you get access to online library resources, computer labs, wireless networks and an official UM email account.

Get UMNNetID help from the IST Help and Solutions desk (204-474-8600), or visit them at 123 Fletcher Argue.

## Student Card

Your U of M ID card is also your library card. Use it to borrow from any UM library. To find an item, make note of which library holds the item, the location in that library, and the call number.

## Subject Guides

In each subject guide you will find specialized databases and information in that area including how to contact your subject librarian. Meet with your librarian and see what they can do to help with your research!

## Access

The Libraries is your gateway to research materials but also citation management tools, research assistance, computer labs, as well as writing and research workshops.

Study spaces exclusively for graduate students are available in some libraries. Visit your library for more information.

## Subject Librarians

Librarians with subject expertise are available to help you with your research. Book an appointment today. <http://libguides.lib.umanitoba.ca/gradhelp/personal>

## Borrow

## Online

Book an appointment today. <http://libguides.lib.umanitoba.ca/gradhelp/personal>

## MSpace

Store and share copies of your research and scholarship in *MSpace*, our institutional repository. Submitting your thesis or dissertation to MSpace is a graduation requirement.

## Borrow

As a U of M student, you are able to borrow up to 200 items at a time. For details about access and borrowing, go to: [libguides.lib.umanitoba.ca/gradhelp/borrow](http://libguides.lib.umanitoba.ca/gradhelp/borrow).

## Online Help

Consult the many resources under the *Graduate Students* link within Library Services. The *Thesis Toolkit*: <http://libguides.lib.umanitoba.ca/thesis> links you to all the resources you need as a graduate student. You can also use our *Ask Us* service to chat live with library staff.

libguides.lib.umanitoba.ca/gradhelp/personal  
library for more information.

For more information, visit the *Graduate Students* link within Library Services on the Libraries home page.

## Document Delivery

Need something we don't have? Order it through the Libraries' *Document Delivery* (interlibrary loan) service. Access *Document Delivery* under the *Graduate Students* link at [umanitoba.ca/libraries](http://umanitoba.ca/libraries). We'll find what you need and either bring it in or send it to you via e-mail.

## Hours

Find library hours on the Libraries website, or call 204-474-9770.

10 Essentials Faculty: <http://libguides.lib.umanitoba.ca/c.php?g=528942&p=3617540>

## 10 Essentials: Faculty

New to the library? Here are ten things you need to know.

[Home](#)

[Undergraduate](#)

[Graduate](#)

**[Faculty](#)**

### Researcher Workshops

Interested in topics such as metrics, open access publishing, and keeping current with research literature? Sign up for one of the Libraries' Researcher Workshops online - offered at both the Fort Garry and Bannatyne Campuses, as well as St. Boniface Hospital's Albrechtsen Research Centre.

### MSpace

Store and share copies of your research and scholarship in MSpace, the University of Manitoba's institutional repository.

### UM Learn & Library Resources

Link to resources from the Libraries' collection in UM Learn for easy access to online course readings. You can also add your librarian to any UM Learn course for assistance with research-based

### Data Management

Research data is created in many formats and is often useful beyond a single research project. Contact the Libraries to find out how to store and share your data so that it's preserved for future use.

### Liaison Librarians

Your liaison librarian offers specific services and resources to support your teaching and research needs, and is available to answer any questions you may have about the Libraries. To find the contact information for your librarian, go to: [bit.ly/UM\\_librarians](http://bit.ly/UM_librarians)

### Online Help

Have a quick

### Document Delivery

research project. Contact the Libraries to find out how to store and share your data so that it's preserved for future use.

### One Stop Search

Access books, articles and more through the Libraries' OneStopSearch database. Sign in and use the "Get it @ UML" button to view all online resources.

### Online Help

Have a quick question? From the Libraries website, you can view our new collection of video tutorials, or use the "Ask Us" link for help via chat.

### Document Delivery

Need something we don't have? Order it via the Libraries' free Document Delivery (interlibrary loan) service.

any UM Learn course for assistance with research-based assignments, resources or tutorials.

### Open Access Requirements

Have questions about the Tri-Agency Open Access Policy? Talk to your liaison librarian to learn how to comply with these guidelines when disseminating your research.

### Accessing Materials

Use your UM photo ID card to borrow print materials and your UML ID to access online resources remotely.

### Health Sciences Faculty Help - Systematic Review Search:

<http://libguides.lib.umanitoba.ca/healthfacultyhelp/systematicreviews>

International guidelines from [Cochrane](#) and the [Institute of Medicine of the National Academies](#) recommend including a professional librarian or information specialist as a member of a systematic review team to ensure a comprehensive, systematic literature search. Please discuss the following expectations for librarian involvement with your librarian.

### Expected from the Librarian

- Attend team meetings related to question formation, protocol design, compiling the literature, and reporting, and providing relevant expertise
- Design and run the search strategy, including providing preliminary de-duplication of records, and a search update just prior to submitting the report for publication
- Provide literature search documentation, including a PRISMA flowchart.
- Write the portion of the manuscript's methodology section related to the literature search.
- Sign off on sections of the completed manuscript related to the literature search before submission.

### Expected from Other Members of the Research Team

- Provide information regarding key publications and organizations related to the review topic
- Provide timely feedback on the search strategy based on subject expertise
- Include the librarian as a contributing author in the final publication

#### Before You Contact the Library

1. **Explore your idea.** Do some preliminary searching to look for existing reviews on your topic. Try looking for Systematic Reviews using PubMed's Clinical Queries, the Cochrane Library, and PROSPERO .
2. **Consult guides** to conducting systematic review, such as the Cochrane Handbook or Institute of Medicine's Standards for Systematic Reviews.

#### Related Resources

- [A typology of reviews: an analysis of 14 review types and associated methodologies](#)
- [Why you need a librarian](#)

#### Contact the Library About a Systematic Review Search

Contact the [University of Manitoba Health Sciences Libraries](#) or make an appointment with a [specific librarian](#) to discuss your systematic review.

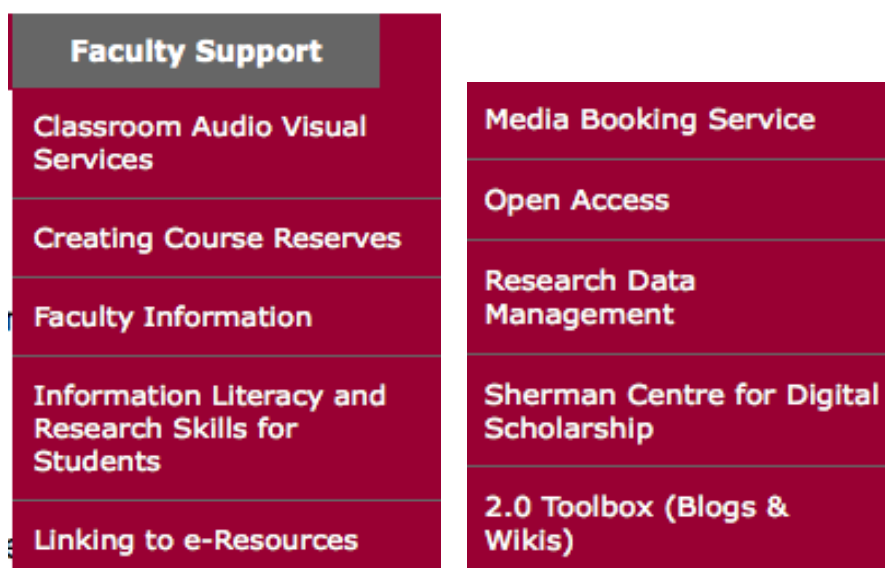
#### Not What You Had in Mind?

If a systematic review isn't what you had in mind but you would still like some help with a literature search, contact the [University of Manitoba Health Sciences Libraries](#) or make an appointment with a [specific librarian](#) for assistance.

**19.1..F McMaster University Library (McMaster Library)**

Homepage: <https://library.mcmaster.ca>

Screenshots homepage:



Ask A Librarian Offline Survey: <http://vr.scholarsportal.info/offline>

Faculty Support & Information Literacy:

Who?	Library, Learning Support Librarian
What?	We offer course-related and course-integrated instruction to McMaster faculty and students on how to find, evaluate and use information effectively and ethically
When?	Preferred Date and Time (request form)
Where?	Online (Tutorial Information Literacy Modules) Library, Campus classroom or other location (named by request form)
Why?	To foster information literacy in the teaching and learning community...

	<p>The Library is your partner in teaching, learning and research. Students learn and retain most when they have a need to know. Library instruction is ideally offered to students who are about to conduct research that involves the use of library and other information resources. For this reason, please consider scheduling the session close to the time when students will begin their research.</p>
How?	<ul style="list-style-type: none"> <li>• Provide advice on creating effective library and information research assignments.</li> <li>• Teach your students and TAs how to search for information effectively.</li> <li>• Create a course guide to help your students navigate through the Library's resources for a specific class or assignment.</li> <li>• Educate students about plagiarism and the ethical use of information.</li> <li>• Teach students how to correctly cite sources in their papers and bibliographies.</li> </ul> <p>To request a class, please complete the form at...</p> <p>For more information, read our Information Literacy Goals...</p> <p>Instructors are strongly encouraged to attend each course-related instruction session...</p>

(<https://library.mcmaster.ca/online-tutorials>) (<https://library.mcmaster.ca/infoliteracy>)  
(<https://library.mcmaster.ca/forms/library-class-request>)

Outreach:

Different user groups	Faculty, Instructors & Post-Docs & Grad Students (Quick Guide), [Students with disabilities]
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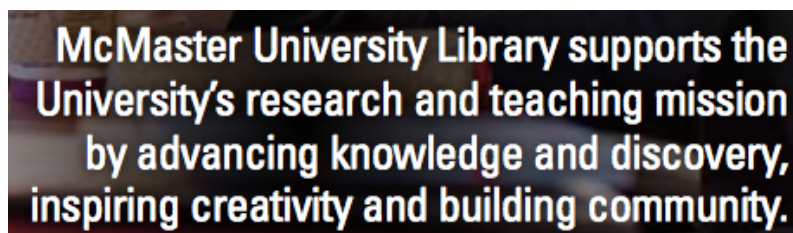
([http://library.mcmaster.ca/sites/default/files/LibraryQuickRefBook7th\\_print.pdf](http://library.mcmaster.ca/sites/default/files/LibraryQuickRefBook7th_print.pdf))

[...] Mentioned at the Quick Guide

Quick Guide:

[http://library.mcmaster.ca/sites/default/files/LibraryQuickRefBook7th\\_print.pdf](http://library.mcmaster.ca/sites/default/files/LibraryQuickRefBook7th_print.pdf)

Quick Guide – Page 2: Mission





**Book a class with a librarian** to help your students develop information literacy skills. Submit your request using our online form.

[library.mcmaster.ca/forms/library-class-request](https://library.mcmaster.ca/forms/library-class-request)

Request an Information Literacy Class: (<https://library.mcmaster.ca/forms/library-class-request>)

[Home](#) >

## Request an Information Literacy (Research Skills) Class

We offer course-related and course-integrated instruction on how to find, evaluate and use information effectively and ethically. **To request an information literacy class with a librarian, please complete and submit the form below.**

Please note:

- Students learn and retain most when they have a need to know. Library instruction is ideally offered to students who are about to conduct research that involves the use of library and other information resources. For this reason, **please consider scheduling the session close to the time when students will begin their research.**
- Please ensure that students have received their assignment prior to coming to the library, and that a copy is sent to the librarian assigned to teach the class.
- **Instructors are strongly encouraged to attend each course-related instruction session.** Your presence motivates the students to become more engaged in the learning experience, and encourages a supportive and collaborative teaching environment. Should questions arise, your presence at these sessions provides an invaluable opportunity for students to receive clarification and direction in conducting their research.
- Bookings are made on a first-come, first-served basis; the earlier you request a session, the greater the likelihood we can accommodate your request; **two weeks notice is preferred.**
- You will be contacted by phone or email, within 3 working days, to confirm your request.
- Please wait for phone or email confirmation before announcing this session to your class.

Followed by questions: Name, Department, Phone Number, Email (for confirmation), Course Name and Code, Course Title, No. of students (approx.), Days and Times class meets, Do you use Avenue to learn?, Number of sessions requested?, Preferred date and time of sessions, Second preferred date and time of sessions, Preferred location, Learning Objectives\*, Is there a research assignment associated with this class?

\* “In this space, please identify no more than 2-3 learning objectives or outcomes for each library session. You may consider the following statement to help formulate your objectives: ‘By the end of this session, students should be able to \_\_\_\_\_ in order to \_\_\_\_\_.’ For example, ‘By the end of this session, students should be able to perform a subject search in the library catalogue in order to find relevant books on their research topic.’ For clarification in defining a set of learning objectives, please refer to the Information Literacy@McMaster page.

Information Literacy @ Mc Master: <https://library.mcmaster.ca/liaison/info-lit>

## Information Literacy @ McMaster

Our goal is to foster information literacy in the teaching and learning community at McMaster. Information literacy is the ability to recognize when and what kind of information is needed, and to locate, evaluate, and use the required information effectively.

Information literacy skills are common to all disciplines, and support lifelong learning. They enable learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

The purpose of this document is to outline the six objectives and accompanying outcomes that provide the foundation for the information literacy program at McMaster.

### **An information literate individual is able to:**

Objective	Outcomes
1. Determine the nature and extent of information needed	a. Articulate a well-formulated question b. Understand the context in which information is created c. Understand how information is organized, indexed and accessed
2. Access the needed information effectively and efficiently	a. Identify and access appropriate search tools b. Use search tools to identify appropriate information sources c. Locate and obtain the information in a timely manner
3. Evaluate information and its sources critically	a. Determine if the information found is relevant to the information need b. Develop and use criteria in order to assess the information found c. Assess the search process and revise as needed
4. Incorporate selected information into his or her knowledge base	a. "[Relate] disconnected pieces of information to discover patterns or make generalizations" b. "[Integrate] previously held beliefs, assumptions, and knowledge with new information" [Gilchrist]
5. Use information effectively to accomplish a specific purpose	[Since the purpose is unique to each program, course or activity, outcomes should be identified by the parties involved at the initial planning stage.]

- |   |   |
|---|---|
| 6. Understand many of the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally | a. Demonstrate an understanding of academic integrity and avoid plagiarism<br>b. Use information in compliance with Canadian copyright laws |
|---|---|

Online Tutorials – Information Literacy Moduls: <https://library.mcmaster.ca/online-tutorials>

## Information Literacy Modules

- Social Sciences Inquiry:

- [Introduction to McMaster University Libraries](#)
- [Choosing Sources](#)
- [Creating a Search Strategy](#)
- [Library Databases](#)
- [Finding Journal Articles](#)
- [Searching for Books](#)
- [Evaluating Information](#)
- [Searching the Web Effectively](#)
- [Evaluating Websites](#)
- [Citing Sources](#)
- [Creative Commons Copyright](#)

- [Sociology \(38:49\)](#) - Includes:

- Introduction to McMaster University Libraries
- Creating a Search Strategy
- Library Databases
- Finding Journal Articles Using Sociological Abstracts
- Analyzing Results
- Citing Sources



### 19.1..G University of Toronto Library (U of T Libraries)

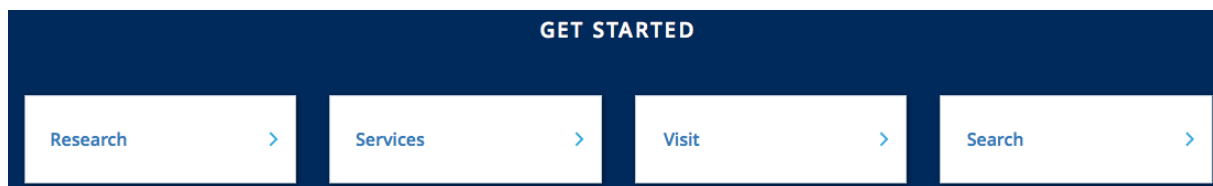
Homepage embedded: <https://www.utoronto.ca/libraries>

Homepage Library: <https://www.utoronto.ca/libraries/>  
<https://onesearch.library.utoronto.ca>

Screenshots homepage embedded:

The University of Toronto's extensive library system supports learning, teaching and research at the University of Toronto with unparalleled collections, innovative services, and inspiring spaces. Whether you are a student, alumnus, faculty, visiting scholar, or community member, we are here to support your search for knowledge, when and where you need it.

---



## EXPLORE THE LIBRARIES

### QUICK FACTS

12 million volumes in 341 languages	1.5 petabytes of digital storage	Over 250,000 paper maps and air photos
28,000 linear metres of archival material	Up to 18,000 visitors to Robarts Library daily	2 million+ digital books, journals, and more
Over 5 terabytes of digital geospatial data	44 libraries across 3 campuses	10.5 TB of archived web content

Screenshots homepage library:



## Contacts

Library information by [email](#) or 416-978-8450

[Report a problem with an online resource](#)

[Staff and departments](#)

[Faculty liaison librarians](#)

[Computer help](#)

Your U of T affiliation \*

✓ - Select -

Undergraduate student

Graduate student

Faculty member or instructor

Staff member

Alumni

Not currently affiliated with U of T

Other...

(Ask)

(<https://onesearch.library.utoronto.ca/question-form>)

Services – Borrow and Request & Faculty

## Borrow and request

[Renew and pay fines](#)

[Course reserves](#)

[Library cards and TCards](#)

[Borrow](#)

[Request items from other libraries \(RACER\)](#)

[Services to Students with Disabilities](#)

[Suggest a title](#)

## Faculty

[Supporting research](#)

[Supporting teaching](#)

[Faculty liaison librarians](#)

...

Visit

## Visitors

[Alumni](#)

[External researchers](#)

[International visitors](#)

[Members of the public](#)

Services – Faculty – Faculty Liaison Librarians:

<http://resource.library.utoronto.ca/liaison/index.html>

## Faculty liaison librarians

Liaison librarians may be consulted for a range of services offered by the library to support teaching and research. This includes:

- research consultations for faculty
- curriculum related instruction
- course-customization of Blackboard "Library Resource" pages
- tailored research guides for courses or programs
- collection requests and suggestions
- questions or suggestions about library and information technology services

**Faculty Liaison Coordinator:** Rita Vine [rita.vine@utoronto.ca](mailto:rita.vine@utoronto.ca)

(<http://resource.library.utoronto.ca/liaison/index.html>)

Example Liaison Profile: [https://resource.library.utoronto.ca/staff-directory/library\\_search\\_staff.cfm?ID=1248](https://resource.library.utoronto.ca/staff-directory/library_search_staff.cfm?ID=1248)

### Key Contact for:

- Liaison: African Studies and Global Asian Studies
- Liaison: Classics
- Liaison: History
- Liaison: Religion
- Liaison: Women & Gender Studies

### Faculty Support & Information Literacy:

Who?	Liaison Librarians
What?	research consultations for faculty curriculum related instruction course-customization of Blackboard "Library Resource" pages tailored research guides for courses or programs collection requests and suggestions questions or suggestions about library and information technology services
When?	Office hours or drop-in sessions outside of class
Where?	In-class or outside of class, online
Why?	To support teaching and research We can help meet your teaching goals and students' learning needs.
How?	Making course readings available on course reserve or in the Portal Checking your syllabus for copyright compliance Teaching your students the information skills they'll need for your course. This can take the form of <ul style="list-style-type: none"><li>• In-class presentations customized to your assignments</li><li>• Online research help guides</li><li>• Short, instructional videos</li></ul> Customizing the default library resources page in your Portal course

	Ensuring that the library's collection has the right resources to support your assignments
--	--

(<http://resource.library.utoronto.ca/liaison/index.html>)

(<https://onesearch.library.utoronto.ca/faculty-supporting-teaching>)

Outreach:

Different user groups	Faculty, Students with Disabilities, Alumni, External Researchers, International visitors, Members of the public
-----------------------	--

(<https://onesearch.library.utoronto.ca/sites/default/files/liaison/facultyguidelatest.pdf>)

Faculty Guide Page 2:

**Our librarians are integral to making our on-line courses 'fit'– within the University. They provide us with ongoing support by creating links and recommending institutional and external resources to all 15 of our undergrad courses.**

**Dr. Maureen Gottesman, Medical Director, Physician Assistant  
Professional Degree Program**

Services – Faculty – Supporting Teaching:

<https://onesearch.library.utoronto.ca/faculty-supporting-teaching>

# Supporting teaching

---

We can help meet your teaching goals and students' learning needs.

Your liaison librarian can help you with

- Making course readings available on course reserve or in the Portal
- Checking your syllabus for copyright compliance
- Teaching your students the information skills they'll need for your course. This can take the form of
  - In-class presentations customized to your assignments
  - Office hours or drop-in sessions outside of class
  - Online research help guides
  - Short, instructional videos
- Customizing the default library resources page in your Portal course
- Ensuring that the library's collection has the right resources to support your assignments

## Getting started

- Time-saving tips for instructors from the Library
- Instructor's checklist for requesting a librarian visit

## Testimonials

## Download PDF booklet

### Library Resources for Faculty



What is information literacy: <https://onesearch.library.utoronto.ca/faq/what-information-literacy>

# What is information literacy?

Librarians help students develop information literacy: "a continuum of skills, behaviours, and approaches and values that is so deeply entwined with the uses of information as to be a fundamental element of learning, scholarship and research" (Coonan, 2011, pg. 5).

The American Library Association defines six underlying concepts of information literacy:

- **Scholarship is a Conversation** refers to the idea of sustained discourse within a community of scholars or thinkers, with new insights and discoveries occurring over time as a result of competing perspectives and interpretations.
- **Research as Inquiry** refers to an understanding that research is iterative and depends upon asking increasingly complex questions whose answers develop new questions or lines of inquiry in any field.
- **Authority is Constructed and Contextual:** Authority of information resources depends upon the resources' origins, the information need, and the context in which the information will be used. This authority is viewed with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought.
- **Format as a Process:** Format is the way tangible knowledge is disseminated. The essential characteristic of format is the underlying process of information creation, production, and dissemination, rather than how the content is delivered or experienced.
- **Searching as Exploration:** Locating information requires a combination of inquiry, discovery, and serendipity. There is no one size fits all source to find the needed information. Information discovery is nonlinear and iterative, requiring the use of a broad range of information sources and flexibility to pursue alternate avenues as new understanding is developed.
- **Information has Value** acknowledges that the creation of information and products derived from information requires a commitment of time, original thought, and resources that need to be respected by those seeking to use these products, or create their own based on the work of others. In addition, information may be valued more or less highly based on its creator, its audience/consumer, or its message.

More information:

[Framework for Information Literacy for Higher Education](#)

Coonan, E. (2011). A New Curriculum for Information Literacy: Transitional, Transferable, Transformational.

[Library Support for Your Course and Your Students](#)

See other FAQs about:

[Faculty](#)

How helpful was this FAQ?



Total votes: 193

Can't find what you're looking for? [Contact us.](#)

Services - Faculty – Supporting research:

<https://onesearch.library.utoronto.ca/faculty-research>



## Supporting research



UTL is currently a partner on my **SSHRC partnership development grant**. They have supported my research over the years by helping secure access to new materials for my data mining projects, acquiring data sources, and providing additional computational support for my big data projects.

**Dr. Michelle Alexopoulos**  
Professor of Economics

Services – Faculty – Supporting teaching – Checklist for requesting a librarian visit:  
<https://onesearch.library.utoronto.ca/faculty/instructor-checklist-requesting-librarian-visit>

## Instructor's checklist for requesting a librarian visit

### Getting Started

- Have you been in touch with your **liaison librarian**? Start a conversation with your librarian about library instruction in the classroom.
- We prefer at least 2 weeks advance notice to ensure librarian availability. But the earlier, the better! A librarian visit works best when it takes place 2 to 3 weeks before a research assignment is due.
- Have you passed along the following information to your librarian?
  - Course title, code, and section
  - Number of students in your class
  - A copy of the research assignment that your students are currently working on.
  - A copy of your course outline, if possible.

### Before the Session

- Have you informed your students of the time and location of the librarian visit, especially if the librarian visit is outside of your normal classroom and/or time?
- Have you reviewed the research assignment with your students prior to the librarian visit and asked them to start thinking about the information-seeking process?
- Have you considered making attendance mandatory for the visit?
- Are you able to attend the librarian visit? If there are questions regarding an assignment that come up in the library session, you are the best person to answer them.

## Follow-up

- Was the librarian visit beneficial to your students? Please feel free to provide feedback to your liaison librarian.

[Download this page as a printable PDF.](#)

Services – Faculty – Time-saving tips for new instructors:

<https://onesearch.library.utoronto.ca/faculty/time-saving-tips-instructors-library>

# Time-saving tips for instructors from the Library

Welcome to the University of Toronto! As a faculty member, you have access to a rich array of print and electronic resources from 44 libraries across 3 campuses. Because finding your way around the library system isn't always easy, we offer our top timesaving tips for getting started at U of T Libraries.

## 1. Contact your liaison librarian

[Liaison librarians](#) are your first point of contact and can help you find library services and resources to support your teaching and research.

## 2. Research support for your students

Point your students to the best resources and databases for their assignments. Start a conversation with your liaison librarian about librarian-built online research guides, subject-specific or course-specific, that link to major databases, research tips, and key library contacts.



Do you have a course website in Portal, the University's learning management system? Each Portal course website has a Library Resources menu link containing discipline-specific research resources. You can ask your liaison librarian to customize this for you.

### 3. Partner with a librarian on student research assignments

Evidence shows that students benefit from detailed research guidelines, lists of useful databases, library research guides, and librarian contact information.<sup>[1]</sup> Ask your librarian for support in these areas.

### 4. Syllabus Service, reserve readings, and copyright

Make use of our [Syllabus Service](#). By submitting your syllabus to the Library, we will ensure that your course readings are copyright compliant, and we'll purchase licences for materials at no cost to you. [Email](#) for more information.

Do you need to place a book on reserve? [Email](#) titles and your item(s) will be directed to the appropriate library.

Did you know that the Library helps instructors create zero-to-low cost courses using only open access, public domain, library-licensed, or other content that's compliant with "fair dealing" principles? [Email](#) for more information.

### 5. Get help finding alternate learning materials

Would you like to add an Open Access dimension to your teaching? You can use our [Open Textbook guide](#) to find open access repositories of introductory university textbooks and learning materials. Many open textbooks can be modified and are always free to students in digital form.

[Download this page as a printable PDF](#)

[1] Alison J. Head and Michael B. Eisenberg. *Assigning Inquiry: How Handouts for Research Assignments Guide Today's College Students*, (Project Information Literacy, July 2010),

[http://projectinfolit.org/images/pdfs/pil\\_handout\\_study\\_finaljuly\\_2010.pdf](http://projectinfolit.org/images/pdfs/pil_handout_study_finaljuly_2010.pdf).

*19.1..H Queen's University Library (Queen's Library)*

Homepage: <http://library.queensu.ca>

Screenshots homepage:



About us – Our People & Quick Links: <http://library.queensu.ca/help-services/ask-us>)



About us – Our people – List Subject Librarians: ([http://library.queensu.ca/about-us/directory/browse?subject\\_librarians=1](http://library.queensu.ca/about-us/directory/browse?subject_librarians=1))

All Staff by Unit

Choose a Unit ▼

Subject Librarians by Subject

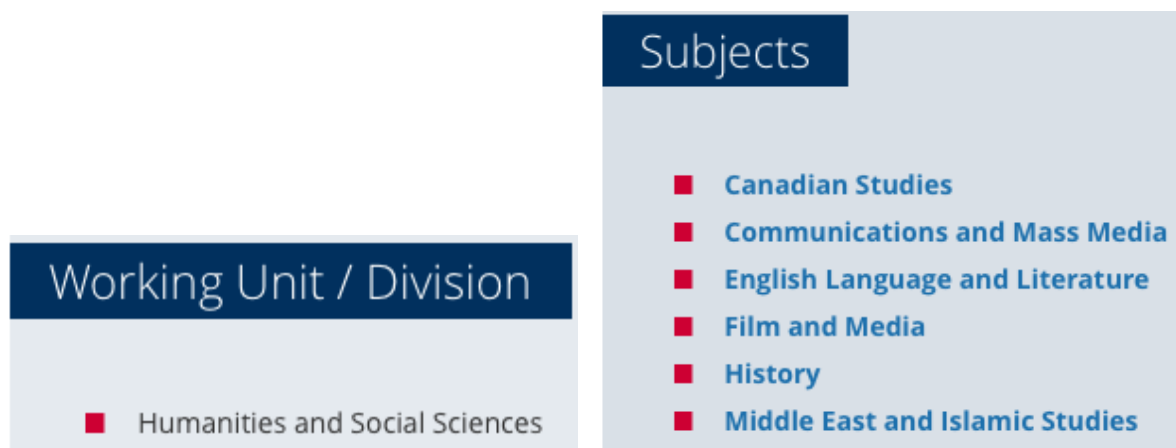
Choose a Subject ▼

Specialization

Choose a specialization ▼



Profile Example – Subject Librarian – History: <http://library.queensu.ca/about-us/staff/elizabeth-gibson>



Search – Research by Subject – History: <http://library.queensu.ca/search/subject/history>

# History

Queen's University Library provides subject, course and how to guides to help you connect with the best tools, resources, and strategies for research.

The liaison librarian for History is available for research consultation and can help you design research strategies, access key databases, effectively use the information resources of Queen's University and beyond, and stay current in your field. Tailored research skill instruction can be provided for specific classes. We also evaluate, purchase, and make available teaching and research materials, including books, journals, and databases to support research in history.

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Guides



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Databases



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News & Events



## Subject Specialists

Our librarians provide information expertise for research and teaching in your field. You can [use our email form](#) to contact a specialist in this area.

### Faculty Support & Information Literacy:

Who?	Liaison Librarians
What?	<p>Our liaison librarians are connected with each faculty and department at Queen's and work closely with faculty</p> <p>We work with researchers, learners and instructors across the disciplines</p> <p>Liaison Librarians can work with you to identify, purchase and collate resources and to provide support for the development of students' research skills.</p> <p>We can help students to develop research skills for Undergraduate, Graduate, and Professional courses</p> <p>We make teaching resources available</p>
When?	
Where?	Class instruction in person and/or online
Why?	<p>To ensure that the library's services and collections support research and curriculum needs.</p> <p>To ensure they have the information resources they need.</p>
How?	<p>We invite you to meet your Liaison Librarian and discuss how the library can support your teaching, learning and research needs.</p> <p>Develop research skills by:</p> <ul style="list-style-type: none"><li>• Creating learning objects, tutorials, and guides based on information literacy and research skill needs.</li><li>• Providing tailored research skill class instruction in person and/or online based on course assignments and learning outcomes.</li><li>• Offering research consultations for faculty, graduate students and undergraduates.</li><li>• Contributing to the assessment of research skills through rubrics, (e.g. Journal Literature Search Strategy Rubric), quizzes, or assignments.</li></ul> <p>Make teaching resources available by:</p> <ul style="list-style-type: none"><li>• Providing course materials through the e-Reserve Service by scanning print books and journal articles that meet the requirements listed in the fair dealing policy, creating and providing</li></ul>

	<p>links to electronic library resources, adapting materials to meet accessibility standards and acquiring and processing copyright permissions via the Copyright Advisory Office.</p> <ul style="list-style-type: none"> <li>• Providing course materials through the print reserve service.</li> <li>• Assisting you in adapting and/or building your own open textbook tailored to the needs of your students.</li> <li>• Assisting with creating accessible course materials (videos, PowerPoints, PDFs, etc.) for students with disabilities.</li> <li>• Identifying and purchasing resources including identifying readings, primary and archival sources, grey literature, government documents, statistics, multimedia, and video-streaming.</li> <li>• Providing Research by Subject and Research by Course information.</li> <li>• Providing online tutorials (e.g. Sociology 122 Library Research Tutorial, Engineering Design and Practice, Library YouTube Channel)</li> <li>• Providing guides to Types of Information (e.g. Data &amp; Statistics, Patents, Primary Sources)</li> </ul>
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(<http://library.queensu.ca/help-services/services-faculties-departments>)

(<http://library.queensu.ca/help-services/teaching-learning-support>)

Outreach:

Different user groups	Undergraduate Students, Graduate Students, Faculty & Instructors, Alumni, Distance Learners, International Students, Staff, Visitors
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Services for Undergraduate Students: <http://library.queensu.ca/help-services/services-undergraduate-students>

## Services for Undergraduate Students

Welcome to your library. We are here to enhance your learning and research. You are welcome to consult and make use of the expertise of our dedicated staff, strong research collections and superb facilities.

These are just a small number of resources we have available to you. If you have any questions, or need help, please [Ask Us!](#)

## Search Tools      Subjects & Courses

■ [Summon](#)

■ [QCAT Library Catalogue](#)

■ [Databases](#)

■ [Journals](#)

■ [Research by Subject](#)

■ [Research by Course](#)

■ [Course Reserves \(e-Reserves\)](#)

■ [Exams \(Exambank\)](#)

# Using the Library

## Find Us

- **All Locations & Hours**

- **Borrowing**
- **Request Materials**
- **Group Study Rooms**
- **Technology**

### Getting Started

Find resources to help you get started with your research and assignments.

**Get Started**

### Quick Links

- **Queen's Learning Commons**
- **Adaptive Technology Centre**
- **Queen's ITServices**
- **Student Academic Success Services**

Services for Graduate Students: <http://library.queensu.ca/help-services/services-graduate-students>

## Services for Graduate Students

Welcome to your library. We are dedicated to supporting your research and teaching activities. You are welcome to consult and make use of the expertise of our dedicated staff, strong research collections and superb facilities.

These are just a small number of resources we have available to you. If you have any questions, or need help, please **Ask Us!**

## Search Tools

- **Summon**
- **QCAT Library Catalogue**
- **Databases**
- **Journals**
- **QSpace**
- **Archives (AtoM)**

## Types of Information

- **Rare Books & Special Collections**
- **Theses & Dissertations**
- **All Types**

## Subjects & Courses

- **Research by Subject**
- **Research by Course**
- **Course Reserves (e-Reserves)**
- **Exams (Exambank)**

## Find Us

- **All Locations & Hours**

# Using the Library

- **Borrowing**
- **Request Materials**
- **Group Study Rooms**
- **Technology**

## All Types of Information

We work with researchers, learners and instructors across the disciplines to ensure they have the information resources they need.

All Types

## Quick Links

- **Queen's Learning Commons**
- **Adaptive Technology Centre**
- **Queen's ITServices**
- **Student Academic Success Services**

Services for Alumni: <http://library.queensu.ca/help-services/services-alumni>

## Services for Alumni

Welcome to your library. You are welcome to consult and make use of the expertise of our dedicated staff, strong research collections and superb facilities.

We are here to meet the needs of our diverse alumni community. Please, if you have any questions, [Ask Us!](#)

Services for Distance Learners: <http://library.queensu.ca/help-services/services-distance-learners>

## Services for Distance Learners

Welcome to your library. We work with researchers, learners and instructors across the disciplines to ensure they have the information resources they need in the global information realm.

If you have any questions, please [Ask Us!](#)

Services for International Students: <http://library.queensu.ca/help-services/services-international-students>

## Services for International Students

Welcome to your library. We are dedicated to supporting your learning, whether you are an international student at Queen's, or a Queen's student studying abroad, including those at the Queen's Bader International Study Centre at Herstmonceux Castle, England.



We also have resources and links specific to **International Graduate Students**.

If you have any questions, or need help, please [Ask Us!](#)

Services for Staff: <http://library.queensu.ca/help-services/services-staff>

## Services for Staff

Welcome to your library. We offer research assistance, and collection development and access services to all faculty and staff.

We are here to meet the needs of our diverse community. If you have any questions, please [Ask Us!](#)

Services for Visitors: <http://library.queensu.ca/help-services/services-visitors>

## Services for Visitors

Welcome to your library. Researchers and visitors are welcome to visit any campus library to consult and make use of the expertise of our dedicated staff, strong research collections and superb facilities.

Self-guided tours and group guided tours can be arranged. Please contact us for more information.

If you have any questions, or we can do anything to make your visit better, please [Ask Us!](#)

Services for Faculty & Instructors: <http://library.queensu.ca/help-services/services-faculty-instructors>

## Services for Faculty & Instructors

Welcome to your library. We are dedicated to supporting your research and teaching activities. You are welcome to consult and make use of the expertise of our dedicated staff, strong research collections and superb facilities.

These are just a small number of resources we have available to you. If you have any questions, or need assistance, please [Ask Us!](#)



## Search Tools

- [Summon](#)
- [QCAT Library Catalogue](#)
- [Databases](#)
- [Journals](#)
- [QSpace](#)
- [Archives \(AtoM\)](#)

## Find Us

- [All Locations & Hours](#)

## Using the Library

- [Borrowing](#)
- [Request Materials](#)
- [Course Reserves \(e-Reserves\)](#)
- [Group Study Rooms](#)
- [Technology](#)

## Teaching & Research

- [Copyright & Fair Dealing](#)
- [Research Data Management](#)
- [Scholarly Publishing](#)
- [Teaching & Learning Support](#)

### All Types of Information

We work with researchers, learners and instructors across the disciplines to ensure they have the information resources they need.

All Types

Help & Services – Teaching & Research - Services for Faculties & Departments:  
<http://library.queensu.ca/help-services/services-faculties-departments>

## Services for Faculties & Departments

Our liaison librarians are connected with each faculty and department at Queen's and work closely with faculty to ensure that the library's services and collections support research and curriculum needs.

Working together with specialists from across the library, your liaison librarian can help you design research strategies, access and effectively use key information resources, [manage your data](#), [publish your research](#), [navigate copyright and fair dealing](#), and stay current in your field. Your liaison librarian can also work with you to offer a wide range of [teaching and learning support](#), including course-related instructional sessions and programs.

You can find your liaison librarian by selecting your department from the list of Subject Librarians by Subject in our [staff directory](#) or by selecting from the following list:

#### ■ **Education**

The Education faculty liaison team provides collections and research support for Teacher Candidates, Continuing Teacher Education, Faculty and Graduate Students in Education, and community teachers and librarians.

#### ■ **Engineering and Science**

The Engineering and Science faculty liaison team supports the research and teaching of the Faculty of Engineering and Applied Science and Science departments of the Faculty of Arts and Science, as well as the research centres in Engineering and Science.

#### ■ **Health Sciences**

The Health Sciences faculty liaison team is a partner in the Faculty of Health Sciences vision, serving faculty, staff, students and health professionals who study, work, and conduct research in the health science disciplines of medicine, nursing, occupational therapy, physical therapy, and the life sciences.

#### ■ **Humanities and Social Sciences**

The Humanities and Social Sciences faculty liaison team provides resources, services and collections for students, faculty and community members in the Humanities and Social Sciences departments of the Faculty of Arts and Science, the Smith School of Business and the School of Policy Studies.

#### ■ **Law**

The Law faculty liaison team provides collections, legal materials and research support for the Faculty of Law.

Help & Services – Teaching & Research - Teaching & Learning Support:

<http://library.queensu.ca/help-services/teaching-learning-support>

## Teaching & Learning Support

We invite you to meet your **Liaison Librarian** and discuss how the library can support your teaching, learning and research needs. Liaison Librarians can work with you to identify, purchase and collate resources and to provide support for the development of students' research skills. Examples of this support are outlined here.

## Teaching Support

**We can help students to develop research skills for Undergraduate, Graduate, and Professional courses by:**

- Creating learning objects, tutorials, and guides based on information literacy and research skill needs.
- Providing tailored research skill class instruction in person and/or online based on course assignments and learning outcomes.
- Offering research consultations for faculty, graduate students and undergraduates.
- Contributing to the assessment of research skills through rubrics, (e.g. Journal Literature Search Strategy Rubric), quizzes, or assignments.

## Teaching Resources

**We make teaching resources available by:**

- Providing course materials through the **e-Reserve Service** by scanning print books and journal articles that meet the requirements listed in the fair dealing policy, creating and providing links to electronic library resources, adapting materials to meet accessibility standards and acquiring and processing copyright permissions via the Copyright Advisory Office.
- Providing course materials through the **print reserve service**.
- Assisting you in adapting and/or building your own open textbook tailored to the needs of your students.
- Assisting with creating accessible course materials (videos, PowerPoints, PDFs, etc.) for students with disabilities.
- Identifying and purchasing resources including identifying readings, primary and archival sources, grey literature, government documents, statistics, multimedia, and video-streaming.
- Providing **Research by Subject** and **Research by Course** information.
- Providing online tutorials (e.g. **Sociology 122 Library Research Tutorial**, **Engineering Design and Practice**, **Library YouTube Channel**)
- Providing guides to Types of Information (e.g. **Data & Statistics**, **Patents**, **Primary Sources**)

# Tools

- [Create Permanent Links to Online Articles](#)
- [Off-Campus Link Creator](#)
- [Off-Campus and DOI Link Creator](#)
- [Permanent Link Types for Popular Research Databases](#)

## Quick Links

- [Centre for Teaching and Learning](#)
- [Student Academic Success Services](#)

## All Types of Information

We work with researchers, learners and instructors across the disciplines to ensure they have the information resources they need.

[All Types](#)

### 19.1.1 University of Ottawa Library (uOttawa Library)

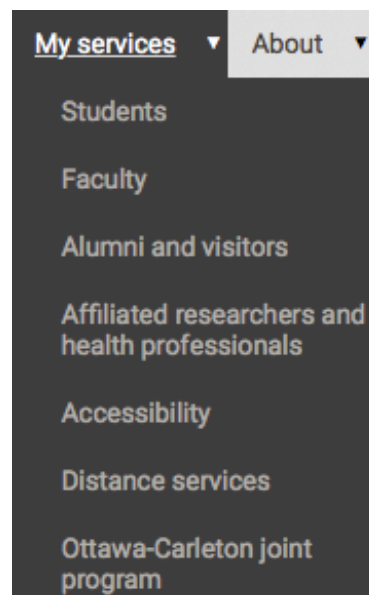
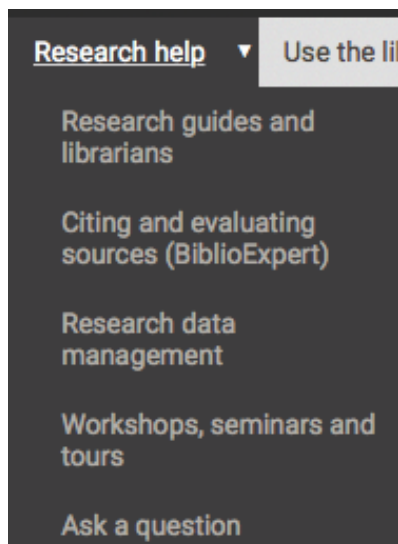
Homepage: <http://biblio.uottawa.ca/en>

Screenshots homepage:

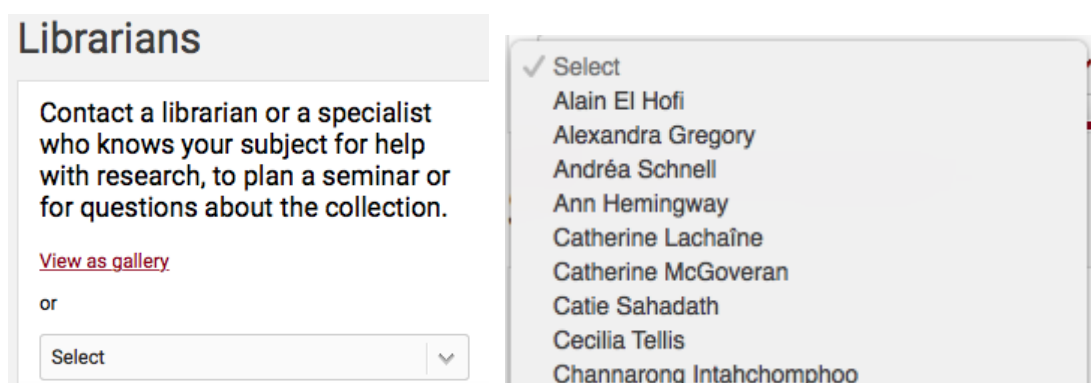
Chat



Chat: [Ask a librarian](#)  
Email: [referenc@uOttawa.ca](mailto:referenc@uOttawa.ca)  
Phone: [613-562-5213](tel:613-562-5213)  
[Technical support](#)



Research help – Research guides and librarians: <http://biblio.uottawa.ca/en/research-help/research-guides-and-librarians>



View as gallery: <http://biblio.uottawa.ca/en/research-help/librarians>

### Guides

- [Arabic, Middle Eastern and Islamic Studies](#)
- [Canadian Studies](#)
- [History](#)
- [Jewish Canadian Studies](#)
- [Medieval Studies](#)
- [Modern Languages and Literatures](#)
- [Visual art](#)

-> 1. Contact information 2. Guides:

About – Contact us – Librarians: <http://biblio.uottawa.ca/en/about/contact-us>

### Librarians

[Contact a librarian or a specialist](#) who knows your subject for help with research, to plan a seminar or for questions about the collection.

### Faculty Support & Information Literacy:

Who?	Librarian, Specialist, Liaison Librarian
What?	We offer a variety of programs, including general library orientation and workshops with an emphasis on improving your research skills. Invest a little time with us now and you can save time later on!
When?	
Where?	In-class
Why?	Help students learn to find, evaluate and use information.
How?	Discipline-specific seminars tailored to the needs of your course Our librarians will work with you to provide library orientation, assist in creating research assignments and create course Web pages... For detailed information about our instructional programs or to make a request, contact your librarian.

(<http://biblio.uottawa.ca/en/services/faculty>) (<http://biblio.uottawa.ca/en/research-help/workshops-seminars-and-tours>)

### Outreach:

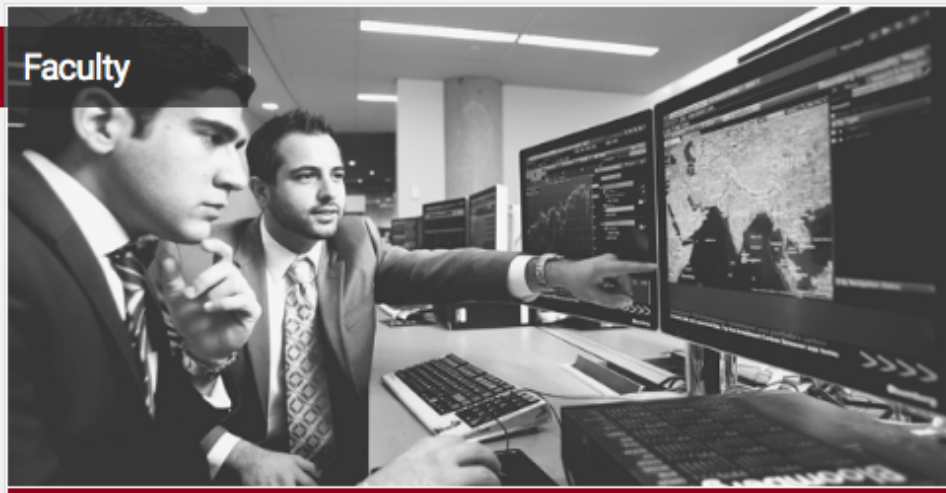
Different user groups	Students, Faculty, Alumni & Visitors, Affiliated researchers & health professionals, (Students registered with Access Service, Students enrolled in distance courses, Graduate students living 100 km or
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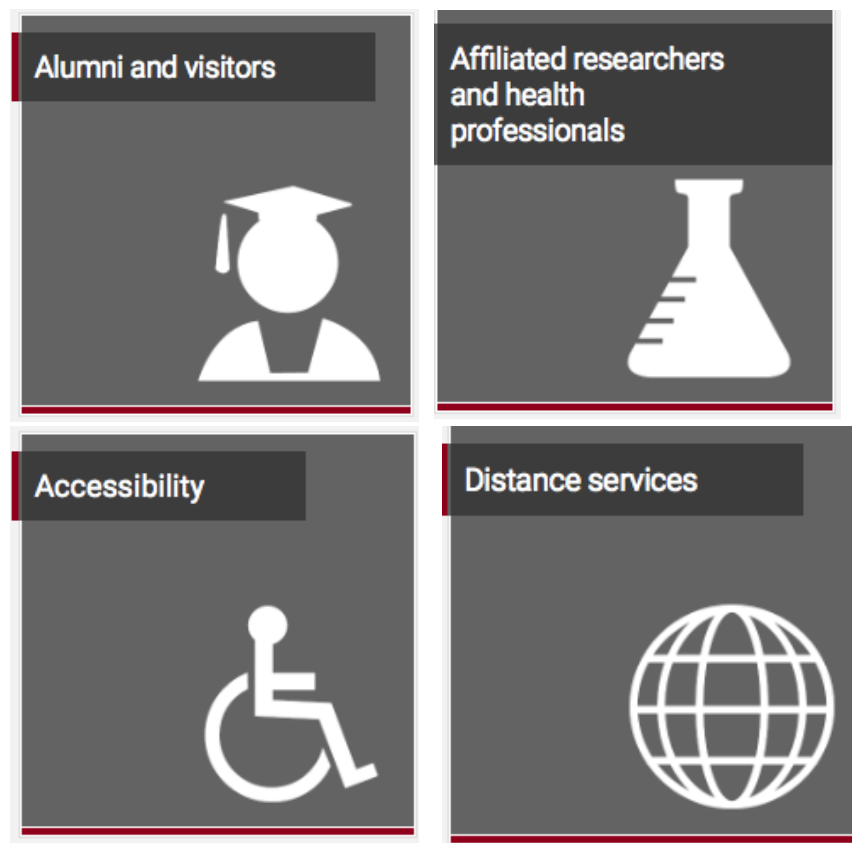
	more outside of Ottawa, Faculty teaching outside the Ottawa area, Carleton University students)
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(<http://biblio.uottawa.ca/en/services>)

(...) Under “My services” via: Accessibility, Distance Services, Ottawa-Carleton joint program

My Services: <http://biblio.uottawa.ca/en/services>





My Services – Students: <http://biblio.uottawa.ca/en/services/students>

## Students

### Your library card

Your student card serves as your library card. Bring it to the circulation desk to activate it. If you don't have a card, contact [InfoService](#).

Use your library card to:

- [Borrow and renew materials](#)
- [Check the status of items you've requested](#)
- [Print, scan and photocopy](#)

### Your account

Your account gives you access to the library electronic resources (databases, e-books, articles, etc.) and workstations.

- **Username:** The part before the @ in your uOttawa.ca email address.
- **Password:** To create or reset your password, use the [Password Management Tool](#). You can also call the [Service Desk](#) at 613-562-5800 ext. 6555.



## Spaces for you

Morisset Library, the Brian Dickson Law Library and the Health Sciences Library have study rooms that can be reserved online.

- [Reserve a group study room](#)

## Graduate students

The Morisset Library provides dedicated spaces for graduate students on the 6th floor, including study carrels, group study rooms, conference rooms and a reading room. A team of graduate student library assistants provides peer-to-peer research support on site.

Study carrels are also available at the Brian Dickson Law Library and the Health Sciences Library.

- [Request a study carrel](#)

## Facilities

- [Morisset Library](#)
- [Brian Dickson Law Library](#)
- [Health Sciences Library](#)

## Research support

### Research assistance

[Contact your librarian](#) for research assistance.

## Suggest a purchase

Complete the [suggest a purchase](#) form to request a specific item.

## Citation management

Citation and bibliography tools (also known as bibliography managers) provide many useful features that can help you with your research such as storing and organising your sources, and generating citations and bibliographies in the style you prefer. Many different tools are available.

- [Citation management](#)

## BiblioGrad

[BiblioGrad](#) is a series of hands-on workshops specifically designed for graduate students and postdoctoral fellows. The goal of these workshops is to better equip students with essential research skills, along with knowledge about the various ways the Library can lend support during their studies.

## Research data management

To preserve research data to answer future research questions, the data needs to be managed and made discoverable (with access restrictions if required). Even if one is not required by your funding agency, developing a data management plan (DMP) at the beginning of a new project will ensure usability, preservation and access.

Find out more in our [guide to managing your research data](#).

## Publishing support

### Open access

The world of scholarly communication and publishing is evolving in many ways. To learn about open access, your rights as an author, trends in scholarly publishing, and to take advantage of different services and initiatives offered by the Library, consult the [Scholarly Communication](#) site.

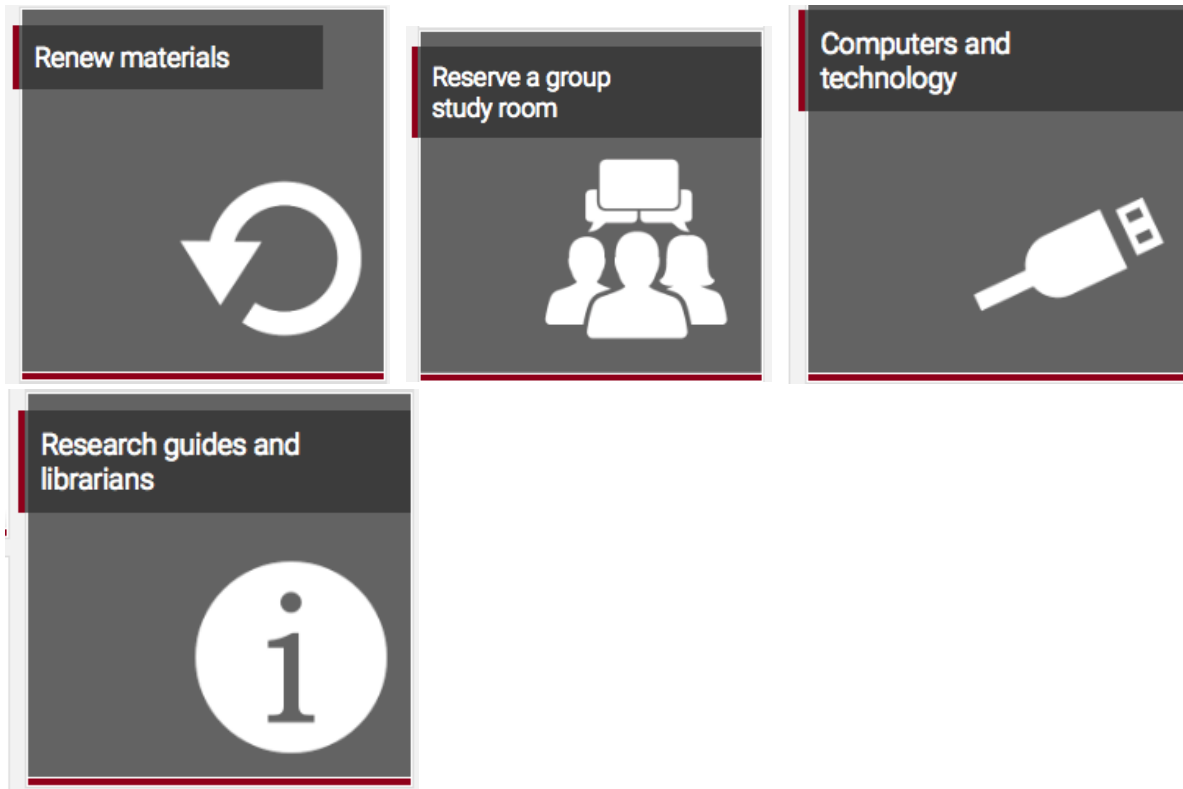


## Institutional repository

[uO Research](#), the University's institutional repository, promotes scholarly communication by collecting, preserving and providing free and open access to research created by faculty, researchers and graduate students. Search the repository for theses in our collection or add your research to the collection.

## Copyright

To learn more about copyright and your rights and obligations as a student, please consult the [Copyright](#) website.



My Services – Alumni & Visitors: <http://biblio.uottawa.ca/en/services/alumni-and-visitors>

## Alumni and visitors

### Your library card

#### Alumni

1. To print out your alumni card, log into [uoZone](#) and click on "Get your card" under the "Your Alumni card" section. Complete the form and print out your card.
2. If you have forgotten your login information, please call the [Service Desk](#) at 613-562-5800 ext. 6555.

## Visitor

Bring the following items to the circulation desk of any library to be issued a library card:

1. [Application form](#) [PDF]
2. Identification with your name, photo and address
3. Card issued by your institution, such as Sm@rtLibrary card, etc. Please contact a circulation desk to find out what is required to obtain library borrowing privileges.

Lost cards are subject to a replacement fee of \$5.

## Photocopiers, printers and scanners

Photocopiers, printers and scanners are available on campus. Please consult the [computers and technology](#) page for more information.

## Borrow

- Search the library catalogue using [Search+](#).
- Borrow up to 15 books, for a two-week period (varies by borrower type).
- Renew your books online.

[Read more about borrowing and renewing.](#)

Please note: Different rules may apply for special items such as DVDs and rare books.

## Computers

Computers are available for your use at various libraries on campus. You will require a guest account.

## Community guest accounts

If you are a member of the general public, you can access the library's public computers for one hour. You will be required to show a valid piece of identification (ID with name and address). Note that you may only request access once a day.

## Researchers guest accounts

Researchers may request a one-day account. In addition to valid ID with name and address, you will need to demonstrate research affiliation (i.e. independent researcher, uOttawa alumni, researchers, and academics not affiliated with uOttawa, students from St. Paul's, Carleton and the Quebec bar).

University of Ottawa retirees may also obtain such an account.

Please go to the circulation desk of the following participating libraries:

Library	1 hour	1 day
Morisset Library	✓	✓
Brian Dickson Law Library	✓	✓
Health Sciences Library		✓
Archives and Special Collections		✓
Isobel Firestone Music Library		✓
Management Library	✓	✓

## Electronic resources

### At the library

You can use our workstations and consult our electronic resources with a guest account, which you can get at the circulation desk. You must present a piece of ID with your name, address and signature, and fill out a form.

### At home

- [List of free electronic resources](#)
- Due to licensing agreement restrictions, we cannot provide remote access to our resources to anyone other than students, faculty and staff.

## Affiliated researchers and health professionals

Faculties and departments partner with a number of research centres, institutes and groups in the National Capital Region. Affiliated researchers and health professionals are entitled to use the library resources and services. [Are you affiliated?](#)

## Related Links

[How to get here](#)

[Campus parking map](#)

[More alumni benefits](#)

My Services- Affiliates researchers and health professionals:

<http://biblio.uottawa.ca/en/services/affiliated-researchers-and-health-professionals>

## Affiliated researchers and health professionals

University of Ottawa faculties and departments partner with a number of research centres, institutes and groups in the National Capital Region. Affiliated researchers and health professionals are entitled to use the library resources and services.

### Are you affiliated?

Status	Your account	Borrow with...
Current students and staff	Assigned by <a href="#">IT</a>	uOttawa employee or student ID
Postdoctoral fellows and assistants who have <a href="#">registered in the postdoctoral program with Graduate Studies</a>	Assigned by <a href="#">IT</a>	uOttawa ID card
Research Associates in <a href="#">uOttawa research centres and institutes</a>	Assigned by <a href="#">IT</a>	uOttawa ID card
Research Associates in <a href="#">affiliated research institutes</a>	Use <a href="#">Technical support</a> form	Institutional ID badge with status

Affiliated members of the Faculty of Medicine (NOT covered by the above sections)	Email the <a href="#">Health Sciences Library Director</a>	Email the <a href="#">Health Sciences Library Director</a>
Visiting scholars at uOttawa	Provided through the sponsorship process, assigned by <a href="#">IT</a>	uOttawa ID card or Department Letter
Research assistants to uOttawa faculty members	Use <a href="#">Technical support</a> form to request a library account	Fill out a <a href="#">request form for research assistants</a>
Research assistants in uOttawa-affiliated institutes	Contact your institute's research coordinator	SmartLibrary card
Clinical supervisors for the School of Rehabilitation Sciences	Contact the <a href="#">School of Rehabilitation Sciences</a>	SmartLibrary card

### Not affiliated?

- Visit [your library](#) to access our resources locally. We have locations on campus and in partner facilities.
- Sign up for a [SmartLibrary](#) card.
- If you are unsure if you are eligible, email [circ@uottawa.ca](mailto:circ@uottawa.ca).

For more information, read [our policy](#).

### Forgot your password?

If you know your University of Ottawa student or employee number, [call Information Technology](#), which can provide you with the information you require over the phone.

If you do not have a student or employee number, contact your faculty office.

My Services – Accessibility: <http://biblio.uottawa.ca/en/services/accessibility>

## Accessibility

Students registered with Access Service may benefit from additional library services, including alternate formats and adaptive technology.

### Alternate formats

The majority of our books and journals are available in electronic format. The easiest way to search for them is by using the catalogue. You can also request a book in an alternate format (electronic or print).

- [Search the catalogue](#)
- [Alternate format request](#)

### Accessible collections

We also have book collections for students who have a disability. These are available in various formats: PDF, DAISY text files, ePub and audio mp3. Request an access code at [libadapt@uottawa.ca](mailto:libadapt@uottawa.ca).

- [ACE \(Accessible Content E-Portal\)](#) 1,000+ digitized books from uOttawa
- [Bookshare](#) 300,000+ books, including best sellers and newspapers

## Adaptive technology

Screen reading and writing software is available in different library locations. You can also use one of our book scanners to convert text into speech.

- [More information on our adaptive technology](#)
- [Book a study room/adaptive workstation](#)

## Need help?

- For research help use our [research guides or contact your librarian](#).
- For extended loans or help with library materials (retrieval, photocopying) ask the circulation desk.

The library is committed to providing all University of Ottawa students, faculty and staff equal access to its services and resources, with respect and dignity. If you have any questions or comments about library services, please contact [libadapt@uottawa.ca](mailto:libadapt@uottawa.ca).

My Services – Distance services: <http://biblio.uottawa.ca/en/services/distance-services>

## Distance services

The library provides extended services to:

- Students enrolled in distance courses
- Graduate students living 100 km or more outside of Ottawa
- Faculty teaching outside the Ottawa area

## Your library card

Your student or employee card also serves as your library card. If you have not received your card, contact [InfoService](#) (for students) or the [Human Resources Service](#) (for employees). With this card you can borrow directly from most university libraries in Ontario.

## Your account

Your account gives you remote access to our electronic resources (databases, e-books, articles, etc.)

- **Username:** The part before the @ in your uOttawa.ca email address.
- **Password:** To create or reset your password, use the [Password Management Tool](#). You can also call the [Service Desk](#) at 613-562-5800 ext. 6555.

## Get materials

### Online

Your account gives you remote access to our electronic resources. If the material is available online, click to access and enter your account information. Do you have [problems logging in or accessing an article?](#)

## Delivery to your home

Request that books, films or journal articles in our collection be mailed to your home. [Complete the distance delivery request form.](#)

Requests will be processed, when possible, within 2 working days. The loan period is 2 weeks for undergraduates, and 1 session for graduate students and faculty. Return borrowed books using the enclosed postage-paid label.

Exception: multimedia items (DVDs, VHS, CD-audio or CD-Rom) are loaned for a reduced period of 1 week, and shipped using Purolator. Users return items using a courier service **at their expense**.

You can [renew materials online](#).

## From other libraries

Cannot find what you are looking for in our collection? We can help you [borrow materials from other libraries](#). To have items mailed to your home, specify that you are a distance user.

### Need help?

#### For research help:

- Use our [research guides](#)
- Contact [your librarian](#)

#### For any other questions about distance services, contact us:

- Email: [bibliodistance@uOttawa.ca](mailto:bibliodistance@uOttawa.ca)
- Phone (General): [1-877-868-8292 ext. 3624](#)
- Phone (Health Sciences): [1-877-868-8292 ext. 5407](#)

## My Services – Ottawa Carleton Joint Program:

<http://biblio.uottawa.ca/en/services/ottawa-carleton-joint-program>

## Ottawa-Carleton joint program

### Access to uOttawa resources

You will be emailed your login credentials in late September (after the drop-class deadline has elapsed). These credentials will allow you to connect to University of Ottawa resources.

If you have forgotten your password, call the [Service Desk](#) at 613-562-5800 ext. 6555 to request a password reset.

Bring your Carleton University student card to our Circulation Desk to register for extended borrowing privileges.

For more information consult:

- [Off-Campus Database Access \(Carleton University\)](#)
- [Borrowing Directly from Other Libraries \(Carleton University\)](#)



## Faculty

### Research support

#### Research assistance

[Contact your librarian](#) for research assistance.

The library offers support to the uOttawa community throughout the research cycle. To learn more about your rights as an author, trends in scholarly publishing, venues for disseminating your work, and methods of tracking the impact of your research, see our [guide to scholarly communication](#).

#### Research data management

To preserve research data to answer future research questions, the data needs to be managed and made discoverable (with access restrictions if required). Even if one is not required by your funding agency, developing a data management plan (DMP) at the beginning of a new project will ensure usability, preservation and access.

Find out more in our [guide to managing your research data](#).

### Publishing support

#### Open access

The world of scholarly communication and publishing is evolving in many ways. To learn about open access, your rights as an author, trends in scholarly publishing, and to take advantage of different services and initiatives offered by the Library, consult the [Scholarly Communication](#) site.

#### Institutional repository

[uO Research](#), the University's institutional repository, promotes scholarly communication by collecting, preserving and providing free and open access to research created by faculty, researchers and graduate students. Search the repository for theses in our collection or add your research to the collection.

#### Copyright

To learn more about copyright and your rights and obligations as a professor, please consult the [Copyright](#) website.

### Teaching support

#### Workshops and seminars

Our librarians will work with you to provide library orientation, assist in creating research assignments and create course Web pages that help students learn to find, evaluate and use information. For detailed information about our instructional programs or to make a request, [contact your librarian](#).

#### Course reserve

You can put materials aside at the library for a course. Materials are available to students for short-term use. You can complete the online request form, send us your request by email or use the hard copy form available at your library.

- [Complete a reserve form](#)
- [Check items you already have on reserve](#)

#### Films and videos

Videos engage our attention. The Media Library offers you a range of free services to facilitate their use in class. We can help you find that elusive movie, book a video for a classroom presentation, create clips and help with video assignments.

- Start your research with the [Film and video guide](#)
- [Contact the Media Centre](#)



## Suggest a purchase

[Complete the form](#) to request a specific item. This information will be sent to the collection manager for your subject area.

### Borrowing privileges

Your employee card also serves as your library card. You may use your card to borrow up to 100 books, for an extended loan period. Borrowing privileges may vary according to the type of document.

- [Borrow and renew](#)
- [Our collections](#)
- Fill out a [request form for research assistants](#).

### Borrow from other libraries

Cannot find what you are looking for? We can help you borrow materials from other libraries. The Interlibrary loan (ILL) service assists members of the University of Ottawa community, including current faculty, retired professors, and emeritus professors.

- [Log in to RACER](#)
- [How to submit an interlibrary loan request](#)
- [Read more about interlibrary loan policies](#)

#### Research guides and librarians



#### Scholarly Communication



#### uO Research



#### Copyright



Research help – Workshop, seminars and tours: <http://biblio.uottawa.ca/en/research-help/workshops-seminars-and-tours>

## Workshops, seminars and tours

Research is difficult, and finding the right information can be frustrating. The good news is that the Library can help make it easier. We offer a variety of programs, including general library orientation and workshops with an emphasis on improving your research skills. Invest a little time with us now and you can save time later on!

### For undergraduate students

- [BiblioExpert](#) is a series of hands-on workshops specifically designed for **undergraduate students and novice searchers**. The goal of these workshops is to better equip students with essential research skills, along with knowledge about the various ways the Library can lend support during their studies.
- [Tours at the Morisset Library](#)
- [Workshops at the Brian Dickson Law Library](#)
- [BiblioClinic \(Health Sciences\)](#)
- [Mapping and GIS](#)
- For workshops in other libraries, please contact [your library](#) for more information.

### For graduate students

[BiblioGrad](#) is a series of hands-on workshops specifically designed for **graduate students and postdoctoral fellows**. The goal of these workshops is to better equip students with essential research skills, along with knowledge about the various ways the Library can lend support during their studies.

**Registration is required.** Space is limited, register online:

- [Arts and humanities](#)
- [BiblioClinic \(Health Sciences\)](#)
- [Science and Engineering](#)
- [Social Sciences and Education](#)
- [Mapping and GIS](#)

### For faculty

We offer in-class, discipline-specific seminars tailored to the needs of your course. Our librarians will also work with you to develop research assignments and to create course Web pages that help students learn to find, evaluate and use information effectively.

For detailed information, or to request an in-class seminar, contact [your librarian](#).

### Makerspace

The Library is hosting free 3D printing workshops in partnership with the uOttawa Richard L'Abbé Makerspace. The workshops will familiarize participants with 3D modelling software and the 3D printing process. At the end of the workshops participants will design and print their own 3D models for free.

- [Makerspace](#)




### 19.1.J McGill University Library (McGill Library)

Homepage: <https://www.mcgill.ca/library/library-and-collections>







MGill Library – About – Library Assessment Plan:

<https://www.mcgill.ca/library/about/library-assessment/plan>

Updated September 25, 2015

-  completed assessment project
-  ongoing assessment project
-  project not yet started or on hold

#### — User Services

	Year 1 May 2014 – April 2015	Year 2 (Current) May 2015 – April 2016	Year 3 May 2016 – April 2017
<b>Information literacy</b>	 Peer evaluation of teaching pilot project	 Information literacy competency curriculum mapping  Peer evaluation of teaching	 Information literacy competency curriculum mapping (cont.)
<b>Liaison librarianship model</b>	 Review of liaison librarian model to support research, teaching, and learning ( <a href="#">Strategic intention D</a> )	 Review of liaison librarian model to support research, teaching, and learning ( <a href="#">Strategic intention D</a> )	
<b>Circulation</b>			
<b>Support for faculty research</b>			

Screenshots homepage:

	Services	Branches	About
	<ul style="list-style-type: none"> <li>Accessing online resources</li> <li>Borrowing from the McGill Library</li> <li>Article/chapter scan service</li> <li>Borrowing from other libraries</li> <li>Opening hours</li> <li>Study areas</li> <li>Scan, print, copy</li> <li>Computers, software &amp; equipment</li> <li>Citation guides &amp; software</li> <li>Workshops &amp; tours</li> <li>Teaching services</li> <li>Research services</li> <li>Open access</li> <li>Scholarly publishing</li> <li>Research data services</li> <li>Services for people with disabilities</li> <li>Multilingual guide to Library services</li> <li>Alumni services</li> </ul>		
Use the Library			
Library account			
Article scan service			
Interlibrary loan (ILL)			
Questions? Ask Us!			
Find a librarian			
		Services for faculty	
		<ul style="list-style-type: none"> <li>Course reserves (request form)</li> <li>Class screening (request form)</li> <li>Find your librarian</li> <li>Office delivery</li> <li>Teaching services</li> <li>Research services</li> <li>Open access</li> </ul>	
		Services for alumni	
		E-resources, events, & more!	

Questions? Ask us: <https://www.mcgill.ca/library/contact/askus>

### Email a librarian

#### Contact your liaison librarian

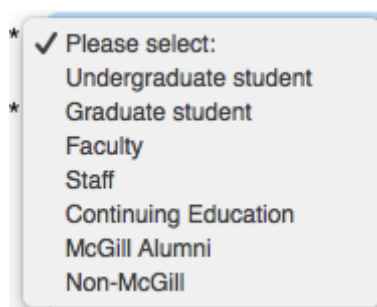
*Liaison librarians are subject specialists who can help you find resources on your topic.*

Contact us: <https://www.mcgill.ca/library/contact>

## Questions? Ask us!

Librarians are here to answer your questions and help you find what you are looking for!

- [Chat with a librarian](#)
- [Email a librarian](#)
- [Find a librarian in your subject area](#)
- [Contact a branch library](#)



A screenshot of a web form's dropdown menu. The menu is titled 'Please select:' and lists several user categories: Undergraduate student, Graduate student, Faculty, Staff, Continuing Education, McGill Alumni, and Non-McGill. The 'Undergraduate student' option is currently selected, indicated by a checkmark.

(<https://www.mcgill.ca/library/contact/askus/email/>)

Find a librarian: <https://www.mcgill.ca/library/contact/askus/liaison>

## Find a librarian

There is a librarian for you!

Consult subject-specific research experts who will help you find what you are looking for.

Subject ▲	Liaison librarian ◆	Contact
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Example History: <http://www.mcgill.ca/library/people/emily-kingsland>

**First name:**

**Last name:**

<b>Email address:</b>	<b>Subjects:</b>	Classical Studies
<b>Phone number:</b>		Educational and Counselling Psychology
<b>Branch library:</b>		History
<b>Location:</b>		Psychology
		Religious Studies

Faculty Support & Information Literacy:

Who?	Liaison Librarian
What?	Your department has a subject specialist Liaison Librarian who can contribute to your courses in many ways.
When?	
Where?	Own classroom or Library's e-classrooms
Why?	The Library shares your goals of advancing learning and student

	success.
How?	<p>Your liaison librarian</p> <ul style="list-style-type: none"> <li>• Will provide customized information and research skills training for your students. Training is designed to meet the learning outcomes for your teaching programs to develop specific information literacy skills so they understand and develop effective search strategies, use time efficiently, locate appropriate materials for assignments and learning, and achieve better results. A range of introductory sessions are offered as part of the Library's Orientation programme and your Liaison Librarian will tailor a programme to meet your ongoing needs.</li> <li>• Will also locate materials to support your teaching, and will assist you in creating links from your course reading lists to our online holdings. These can easily be integrated into myCourses (WebCT Vista).</li> <li>• Creates subject and course guides covering most topics taught at McGill, highlighting key databases and other resources.</li> </ul>

(<https://www.mcgill.ca/library/services/teaching>)

([http://www.mcgill.ca/library/files/library/faculty\\_guidebook\\_2016.pdf](http://www.mcgill.ca/library/files/library/faculty_guidebook_2016.pdf))

Outreach:

Different user groups	Faculty, Alumni, Services for People with disabilities
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Services – Teaching services: <http://www.mcgill.ca/library/services/teaching>

### Teaching services

> Course reserves

> Class screening

> Creating links to online library resources

Checklist for instructors

### Faculty Guidebook

Find out the many ways the Library can support your teaching and research



 [Faculty Guidebook](#) (pdf)

### Quick Links

- [Library checklist for instructors preparing for the academic year](#)
- [Liaison librarians](#) (by subject)
- [Course reserves request forms](#)
- [Class screening request forms](#)
- [Suggest a purchase](#)
- [Study areas](#) (seminar rooms)

## Teaching services

### Enhancing your teaching

The Library shares your goals of advancing learning and student success. Faculty have specialist [borrowing privileges](#). While [Google Scholar](#) provides links to McGill Library holdings of monographs and journals, you can search the [WorldCat Catalogue](#) and the [Classic Catalogue](#) or use our [subject guides](#) and [specialized databases](#). Assistance is available from your [Liaison Librarian](#).

**Getting started?** The Library has prepared a checklist of [everything you need to do to prepare for the academic year](#).

### Your Liaison Librarian

- Will provide customized information and research skills training for your students. Training is designed to meet the learning outcomes for your teaching programs to develop specific information literacy skills so they understand and develop effective search strategies, use time efficiently, locate appropriate materials for assignments and learning, and achieve better results. A range of introductory sessions are offered as part of the Library's Orientation programme and your Liaison Librarian will tailor a programme to meet your ongoing needs.



- Will also locate materials to support your teaching, and will assist you in [creating links from your course reading lists](#) to our online holdings. These can easily be integrated into myCourses (WebCT Vista).
- Creates [subject](#) and [course guides](#) covering most topics taught at McGill, highlighting key databases and other resources.

## Obtaining the teaching materials you and your students need

### myCourses

The Library often has online access to journal articles and book chapters that are assigned readings for courses. To minimize the need for a coursepack, you can create direct links from your myCourses site to required library resources. You may also upload scanned book chapters and journal articles to myCourses. The Library will seek permissions and pay copyright fees if needed. To learn more, refer to this [online guide](#) or contact [copyright.library@mcgill.ca](mailto:copyright.library@mcgill.ca).

- [Study areas](#) (seminar rooms)

### Suggesting material for purchase

We will buy any additional material you want to support your teaching. Please let your Liaison Librarian know about any gaps or complete our [Suggest a purchase](#) form.

### Materials in high demand: reserves

The Library will provide links to e-books and e-articles and where possible scan portions of books for the instructor to insert into myCourses. Students can then access the content from anywhere, at any time. If material is only available in print, we will purchase a copy and put it on short term loan in the appropriate branch. Required textbooks should be purchased by students, in selected cases a courtesy copy will be made available in the library. To request assistance with linking, scanning, or print materials, contact your [branch library](#). Your students can [search for reserve material by course number or by the instructor's name](#) in the Library Catalogue.

### eExams

Students appreciate the Library's eExams service, which provides copies of previous exams to help them prepare for upcoming exams. Faculty authorize the deposit of exam papers into the eExams database through the Examinations Coordinator's Office. Please consult our web page for information on [finding electronic exams](#).

## Information literacy workshops, classes and seminars to guide your students

A range of introductory sessions focused on finding and using information resources and more detailed and specialized workshops and graduate seminars are offered in the beginning weeks of the Fall and Winter terms as part of the Library's Orientation program.

To organize a customized instruction session presented either in your own classroom or in one of the Library's e-classrooms, just ask your liaison librarian.

Consult our [Workshops & tours](#) page for a complete list of instructional sessions currently being offered in the Library.

"It's really refreshing to be at an institution that takes books as well as the newer electronic databases seriously. And that has a generosity toward its library that means librarians are available, first-rate, knowledgeable, and that they make accessible such a wide array of artifacts and materials." -- Andrea Tone, Canada Research Chair in the History of Medicine

Services – Teaching services – Checklist for instructors:

<http://www.mcgill.ca/library/services/teaching/checklist-instructors>

## Library checklist for instructors preparing for the academic year

**Three months before classes begin, contact your [liaison librarian](#) to:**

- Request the materials to be purchased for the [Course Reserve](#), e.g. required and supplementary readings, DVDs, etc.
- Request any other material to be purchased that you need to support your teaching
- Discuss the range of Library services available for McGill Faculty, such as borrowing library materials and equipment, ILL, eScholarship, etc.

**One month before classes begin, contact your [liaison librarian](#) to:**

- Plan customized, subject-specific research skills workshops for your students
- Create specific [subject](#) and [course guides](#) for your students, highlighting key databases and other resources
- Create links to electronic version of required and supplementary readings in [Course Reserve catalogue](#) or to get assistance in [creating links from your course reading lists](#) to be integrated into myCourses

**Any time:**

- Complete the [Authorized Borrower's form](#) so that your research assistant can borrow library materials on your behalf
- Discover the resources of [McGill Library Rare Books and Special Collections](#) that can be used for your teaching

Research services: <http://www.mcgill.ca/library/services/research>

## Research services

[Resources](#) | [Collections](#) | [Research tools](#) | [Scholarly communications](#) | [In the Library](#)

## Resources

### Liaison Librarians

Liaison Librarians provide a number of services to support teaching, learning and research. They collaborate with faculty to develop services and collections that meet the needs of their students and departments. Liaison Librarians assess information needs and create specialized materials and products, such as online information resource guides, awareness/alerting services, and much more.

Librarians welcome opportunities to collaborate on faculty research teams and to participate in departmental meetings or committees where issues related to the Library or information needs are discussed.

Contact your Liaison Librarian to:

- Integrate information technology and information literacy into your curriculum.
- Book individual or classroom instruction in information retrieval and research skills.
- Arrange library orientation for new faculty members.
- Receive assistance to design effective library assignments.
- Arrange library orientation for new faculty members.
- Receive assistance to design effective library assignments.
- Discuss how a librarian can support your grant application.
- Find out how to best disseminate the results of your research.
- Ask copyright questions.
- Receive help with bibliographic verification.
- [Suggest library material for purchase.](#)

[Locate your Liaison Librarian](#) by academic discipline.

## Subject guides

Liaison librarians have created many [subject guides](#) containing recommendations of background sources, key databases and scholarly websites for your students. Contact us if you have other sources or sites to recommend.

## Consultations

[Liaison Librarians](#) can help track resources on particular topics, locate difficult to find information, and can assist with sources required for the preparation of research.

## Assistance

You can [email, chat online or drop by and visit our knowledgeable staff](#) at any branch library. Don't hesitate to get in touch!

(-) Collections: Library catalogues, Reference materials, E-books, E-journals, Databases, Specialist resources (Rare books & Archives, Theses & dissertations, Hathi Trust, CRL, Interlibrary loans (ILL) service, Purchase requests)

(-) Research tools: Mobile apps, Software, Alerts / journal table of contents services, Bibliography citation software, Grant databases, Links to other funding opportunities

(-) Scholarly communications: Essential Services for Researchers (Research impact and metrics, Author Support), Research Integrity (Complying with funder Open Access policies, Data management planning and sharing, Copyright permissions and best practices)

## In the Library

### Workshops

#### Information skills workshops

[Information skills workshops](#) for students help build and refine research skills, as well as provide training in software programs used to organize references and format document bibliographies.

#### MyResearch graduate seminar series

[MyResearch](#) is a suite of workshops tailored to graduate and postdoctoral students to provide essential research skills, and tools to support their research and publications.

### Collaborative workspaces

#### Group study & online room booking

The Library provides group study areas in many branch libraries which can be [booked online](#). For example, the Cyberthèque in the Humanities and Social Sciences Library provides glass-encased group study pods, as well as booth-like banquettes which can be utilized for group work.

## Graduate spaces

Graduate students who are currently writing theses and do not have office space may book small rooms or desks in some libraries. [Facilities for graduate students](#) are available in the Humanities and Social Sciences Library, Macdonald Campus Library, Nahum Gelber Law Library, Marvin Duchow Music Library and Schulich Library.

Graduate students may access the Nahum Gelber Law Library and Schulich Library of Physical Sciences, Life Sciences, and Engineering when the libraries are closed. Access is usually restricted to graduate students and staff in the departments served by the individual branch library. Contact [your branch library](#) for more information.

## **10 Eidesstattliche Erklärung**

Hiermit versichere ich, die Arbeit selbstständig verfasst und keine anderen als die angegebenen Quellen und Hilfsmittel benutzt zu haben.

Köln, den

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pers. Unterschrift